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Curricular Requirements

- CR1a The course includes a college-level U.S. history textbook.
- See page 1
- CR1b The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
- See pages 5, 7, 8, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 25, 27, 29
- CR1c The course includes secondary sources written by historians or scholars interpreting the past.
- See pages 4, 5, 8, 11, 12, 13, 14, 15, 17, 20, 22, 25, 27, 29, 31
- CR2 Each of the course historical periods receives explicit attention.
- See pages 4, 5, 8, 10, 12, 15, 17, 19, 22, 25, 27, 29, 31
- CR3 The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.
- See pages 7, 9, 10, 12, 14, 16, 18, 19, 21, 24, 26, 28, 30, 31, 32
- CR4 The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.
- See pages 5, 7, 12, 14, 16, 21
- CR5 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation
- See pages 10, 15, 19, 24, 28
- CR6 The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation
- See pages 7, 10, 12, 19, 22, 26, 28, 32
- CR7 The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of relevant historical evidence
- See pages 5, 9
- CR8 The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation
- See pages 4, 6, 8, 18, 20, 21
- CR9 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of continuity and change over time
- See pages 18, 29
- CR10 The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization
- See pages 6, 8, 9, 13, 19, 23, 25, 27, 29, 31
- CR11 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
- See pages 4, 6, 11, 14, 15, 20, 27, 29



Curricular Requirements

- CR12 The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization
- See pages 10, 15, 24, 28, 30
- CR13a The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. — Synthesis
- See page 24
- CR13b The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. — Synthesis
- See pages 7, 28

Course Scope and Sequence

Unit 1: Period 1 | Ch. 1 (Summer Assignment)

Summer Assignment Due Second Day of Class

Unit 2: Period 2 | Ch. 2, 3, 4

Unit 3: Period 3 (A) | Ch. 5 & 6

Unit 4: Period 3 (B) | Ch. 7 & 8

End first grading period

Unit 5: Period 4 (A) | Ch. 9 & 10

Unit 6: Period 4 (B) | Ch. 11 & 12

Unit 7: Period 5 | Ch. 13, 14, 15

End second grading period

Winter Break

Unit 8: Period 6 | Ch. 16 & 17

Unit 9: Period 7 (A) | Ch. 18, 19, 20

Unit 10: Period 7 (B) | Ch. 21 & 22

End third grading period

Unit 11: Period 8 (A) | Ch. 23 & 24

Unit 12: Period 8 (B) | Ch. 25 & 26

Unit 13: Period 9 | Ch. 27 & 28

End fourth grading period

We are on a traditional A/B block. I see my students for 90 minutes every other day for the entire school year.

Course Resources

Course Textbook: [CR1a]

Foner, Eric. *Give Me Liberty!* (3/e). New York: W.W. Norton & Company, Inc., 2013.

[CR1a]—The course includes a college-level U.S. history textbook.

Primary Source Readers:

Dudley, William (editor). *Opposing Viewpoints in American History* (2/e, 2 vols). New York: Cengage, 2006. **[This is our main primary source reader.]**

Kramnick, Isaac and Lowi, Theodore J. (editors). *American Political Thought: A Norton Anthology*. New York: W.W. Norton & Company, Inc., 2009.

MacKinnon, Barbara (editor). *American Philosophy: A Historical Anthology*. New York: State University of New York, 1985.

McClellan, Jim R. (editor). *Historical Moments: Changing Interpretations of America's Past*. (2/e, 2 vols.). New York: Dushkin / McGraw-Hill, 2000.

Secondary Source Readers:

Frost, Bryan-Paul and Sikkenga, Jeffrey (editors). *History of American Political Thought*. Maryland: Lexington Books, 2003. **[This is our main secondary source reader.]**

Berky, Andrew S. and Shenton, James P. (editors). *The Historians' History of the United States*. (2 vols.). New York: G.P. Putnam's Sons, 1966.

Couvares, Francis G. (editor). *Interpretations of American History*. (2/e, 2 vols.) New York: Bedford / St. Martin's, 2009.

Davis, Allen F. and Woodman, Harold D. (editors). *Conflict and Consensus in American History*. (2 vols.) Massachusetts: D.C. Heath and Company, 1984.

Feder, Bernard (editor). *Viewpoints: USA*. New York: American Book Company, 1972.

Oates, Stephen B. and Errico, Charles J. (editors). *Portrait of America*. (10/e, 2 vols.). Boston: Wadsworth Cengage, 2012.

Articles from the *Magazine of History* and the *American Heritage Magazine* will be assigned for readings in historiography and secondary scholarship.

Articles from the series, *Wiley-Blackwell Companions to American History*, will be assigned for readings in historiography and secondary scholarship.

Other Resources:

Historical Thinking Skills Workbook – U.S. History. New York: W.W. Norton & Company, Inc., forthcoming.

AP U.S. History Workbooks (2nd edition, 4 volumes). The Center for Learning, 2011.

Components of Each Unit

Textbook and Additional Resources: List of resources to be used for each unit. Students will read a number of primary and secondary sources in addition to the course textbook. Students will be required to turn in an Article Review for each secondary source, in which students identify the author's thesis, main arguments, make connections to the textbook, and raise questions to be addressed in the class.

Warm-Up: Quiz | Historical Thinking Skills: As a warm-up activity each chapter, students will either take a vocabulary quiz or work on one of the historical thinking skills worksheets, which will be used as a launch into the class discussion. The following HTS Activities will be used (this is not an exhaustive list, only a sampling of types of activities that will be used):

- Defining the Period – students are given a historical period, they then come up with a start date / event and an end date / event, and explain why they selected the ones they did. Students then come up with specific characteristics which define that period, then come up with characteristics which go against the common conception of that period.
- Cause and Effect – students come up with causes and effects of specific events, then order them in terms of importance.
- Chronological Reasoning – students are given a set of 15 random events, and are required to put 10 of them in order. Students then explain how each event caused the next event to happen.
- Compare and Contrast – students fill in a Venn diagram comparing similarities and differences between multiple people, places, or things.
- Continuity and Change Over Time – students will fill in a timeline populating it with continuities and changes over a specific category, then students will be required to determine whether there were more continuities or changes. Students are then asked to identify one event as a turning point, or determine what the broader context of the events fall under.

Class Discussion: Each unit students will participate in a Socratic Class Discussion. Students will be provided with a set of five or six critical thinking questions (with connections to the Learning Objectives), prior to reading the chapter. Students will then come to class prepared to discuss those questions in depth. Students will be required to take notes over each chapter.

Additional Activities: Students will participate in a small group seminar or a class debate over a number of both primary and secondary source readings.

Assessments:

- **Unit Test:** Each unit students will take a multiple choice test. The test will be divided into two parts. Part One will be called “Recalling Historical Facts” which will model the old test items, which focus on factual recall of information from the chapters and other readings. Part Two will be called “Practicing the APUSH Exam” which will model the new test items, which will involve a stimulus, with multiple choice questions grouped in sets, and be centered on the Conceptual Framework.
- **Essays (LE’s and DBQ’s):** Each unit students will write in-class formal timed essays, both Long Essays and Document Based Questions. Students will also practice writing by doing “Pre-Writes” on a weekly basis. These require students to brainstorm prompts, outline their essays, and construct a thesis statement, as well as ways to achieve the synthesis point. Students will also practice writing by doing “DBQ Breakdowns” about once a unit. These require students to engage with documents from the DBQ, assessing the following for each document: point of view, purpose, historical context, and intended audience.
- **Short Answer (SAQ’s):** Each unit students will answer short answer questions. These will be either for quiz grades prior to discussion of the chapters, as warm-up activities with partners to help facilitate the class discussion, or as a culminating activity as a class to review the unit.

UNIT 1: Pre and Post-Columbian America

Curriculum Framework: Period 1 (1491 – 1607) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

Chapter 1 – A New World

Additional Resources:

Primary Sources: None

Secondary Sources: Colin G. Calloway “The Kaleidoscope of Early America” (from *New Worlds For All*) [CR1c]

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

- Compare and Contrast (students will construct a Venn diagram identifying similarities and differences between European and American Indian cultures). [CR11]
- Causation (students will construct a cause / effect chart tracing the causes and effects of European exploration). [CR8]
- Map Skills (students will create a map with the following attributes labeled on it: migration routes of first settlers, major North American Indian tribes, ways of life of the major North American Indian tribes, identify the Pacific and Atlantic Oceans, Gulf of Mexico, Mississippi and Ohio Rivers).

[CR11]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

[CR8]—The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter One:

- What were the major patterns of American Indian life in North America before Europeans arrived?
- To what extent did American Indian and European ideas of freedom differ on the eve of contact?
- Identify the causes which impelled European explorers to look west across the ocean? Which of these were the most important; why?
- Identify the major consequences of European contact with American Indians? Which of these were the most significant; why?

- What were the chief features of the Spanish empire in America?
- Compare and contrast the Spanish, French, and Dutch empires in North America?

Additional Activities:

Ask students the following question: “How has the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups before European contact and after European contact?” Students will engage in small group discussions and then, as a class, develop a list of impacts both pre- and post-contact with Europeans. [ENV-1] [CR4]

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Assessment:

Students will complete a multiple-choice quiz the second day of class over the summer reading assignment. Students will also answer a short answer question (looking at two drawings from the early 17th century, they will be asked to account for the differences in point of view between the two depictions of the Spanish and explain the purpose of the depictions, and students must give specific historical evidence which supports both interpretations). [CR7]

[CR7]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence

UNIT 2: Colonial America

Curriculum Framework: Period 2 (1607 – 1754) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 2 – Beginnings of English America, 1607 – 1660
- Chapter 3 – Creating Anglo-America, 1660 – 1750
- Chapter 4 – Slavery, Freedom, and the Struggle for Empire, to 1763

Additional Resources:

- **Primary Sources:** Crèvecoeur “What is an American?” Jonathan Edwards “Notes on the Mind”, “Notes on Natural Science”, “On Religious Affections”, “On a Divine and Supernatural Light”, “On the Great Doctrine of Original Sin Defended”, and “Freedom of the Will.” [CR1b]
- **Secondary Sources:** Daniel J. Boorstin “How Orthodoxy Made the Puritans Practical” (from *The Americans: The Colonial Experience*), Michael J. Rosano “Winthrop, Cotton, and Niles: The Basic Principles of Puritan Political Thought.” [CR1c]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

- Periodization (students will construct a periodization chart in which they identify a beginning and ending date / event for Colonial America; next they will identify specific details which reinforce / contradict commonly held beliefs of the period). [CR10]
- Compare and Contrast (students will construct a Venn diagram identifying similarities and differences between the three geographic regions of Colonial America: New England, Mid-Atlantic, and Chesapeake). [CR11]
- Causation (students will construct a cause / effect chart tracing the causes and effects of African slavery). [CR8]

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

[CR11]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

[CR8]—The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources from list above, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Two:

- What were the main contours of English colonization in the seventeenth century?
- What were the major challenges the English settlers in the Chesapeake faced and how did they overcome them? Were they ultimately successful; why or why not?
- Compare and contrast the development of Virginia and Maryland.
- To what extent is it accurate to see the English settlement of New England as distinctive?
- Identify the causes of the sources of discord in early New England. Which ones were the most threatening and to what extent were they handled correctly?
- To what extent did the English Civil War serve as a turning point for the colonies in America? What were the characteristics before and after that time period?

Chapter Three:

- To what extent did the English empire in America expand in the mid-seventeenth century?
- Identify the major causes for the establishment of slavery in the Western Atlantic World. Which of those was the most significant; why?
- What major social and political crises rocked the colonies in the late seventeenth century? How did colonists respond? Were they successful; why or why not?
- What were the directions of social and economic change in the eighteenth-century colonies?
- To what extent did patterns of class and gender roles change in eighteenth-century America?

Chapter Four:

- To what extent did African slavery differ regionally in eighteenth-century North America?
- Identify the major causes which led to distinct African-American cultures in the eighteenth-century.
- What were the meanings of British liberty in the eighteenth-century?
- What concepts and institutions dominated colonial politics in the eighteenth-century?
- To what extent did the Great Awakening challenge the religious and social structure of British North America?
- To what extent did the Spanish and French empires in America develop in the eighteenth-century?
- Identify the major causes and consequences of the Seven Years' War on Colonial America.

Additional Activities:

- Students will participate in a small group seminar over Puritan Thought (see primary and secondary sources, critical thinking questions based on the reading will be discussed, students identify the main points and thesis of the authors, they will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group. Students will also make connections to the present, asserting how Puritan thought is reflected in present-day culture and politics). [CR3] [CR13b]
- Students will read an excerpt from Crèvecoeur's Letters from an American Farmer, "What is an American?" [CR1b], then take part in a class discussion over the following question: "Has a unique American identity developed on the eve of the American Revolution?" [ID-1] [CR4]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

[CR13b]—The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present.

[CR1b]—The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Assessment:

- Students will complete a Short Answer Question activity over the skill of Historical Interpretation. Students will read excerpts from the following historians, Baron Graf von Hubner, "A Ramble Round the World," 1871, 1874 and James Bryce, "The American Commonwealth," 1893, over the issue of the American Character. Identify the major differences between the two interpretations, then identify specific historical evidence which supports both arguments, but not explicitly mentioned in the excerpts. [CR6]
- Students will complete a unit test which will be composed of traditional multiple choice (MC) items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

[CR6]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation

UNIT 3: The American Revolution

Curriculum Framework: Period 3 (1754 – 1800) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 5 – The American Revolution, 1763 – 1783
- Chapter 6 – The Revolution Within

Additional Resources:

- **Primary Sources:** Stephen Hopkins “Parliament is Abusing the Rights of Americans.”; Martin Howard “Parliament is not Abusing the Rights of Americans.”; Thomas Paine “America Must Seek Independence of Great Britain.”; Charles Inglis “America Must Reconcile with Great Britain”; Benjamin Franklin “Dialogue between Philocles and Horatio”, Poor Richard’s Almanac”, “Autobiography”, “Plan for the American Philosophical Association”; Thomas Jefferson “First Inaugural Address”, various letters, “Bill Establishing Religious Freedom”, “The Declaration of Independence”, and “Reflections on the Articles of Confederation.” [CR1b]
- **Secondary Sources:** Jan Lewis “Women and the American Revolution”, Darren Staloff “John Adams and Enlightenment”, Colin Nicolson “The Revolutionary Politics of John Adams, 1760 – 1775”, John Koritansky “Thomas Paine: The American Radical”, Steven Forde “Benjamin Franklin: A Model American and an American Model,” and Aristitde Tessitore “Legitimate Government, Religion, and Education: The Political Philosophy of Thomas Jefferson.” [CR1c]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

- Causation (students will construct a cause / effect chart tracing the causes and effects of the American Revolution). [CR8]
- Periodization (students will construct a periodization chart in which they identify a beginning and ending date / event for the American Revolution; next they will identify specific details which reinforce / contradict commonly held beliefs of the period). [CR10]

[CR8]—The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

Art Analysis:

Art Works: John Vanderlyn “Landing of Columbus” | Benjamin West “The Death of General Wolfe”, “Penn’s Treaty with the Indians”, “Franklin Drawing Lightning from the Sky” | Jonathan Singleton Copley “Paul Revere” | “Patrick Henry Before the Virginia House of Burgesses” | John Trumbull “The Signing of the Declaration of Independence” | Howard Chandler Christy “Scene at the Signing of the Constitution of the United States” | Gilbert Stuart “George

Washington.”

Activity: Students will take part in an Art Analysis of each work of art listed above individually. The Art Analysis will consist of identifying the historical context of the painting, the artist purpose, and intended audience. Students will then share with the class whether they believe the artist was successful in achieving his / her goal. At the end of the activity, students will do a pre-write (outline the essay and develop a thesis statement) on the following prompt: “To what extent had Americans developed a unique identity by the inauguration of George Washington?” **[CR3] [CR7] [CR10]**

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

[CR7]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Five:

- Identify the major causes and consequences of the Stamp Act controversy. Which of these was the most important; why?
- What key events sharpened the divisions between Britain and the colonies in the late 1760’s and early 1770’s?
- Identify the major causes which marked the move toward American Independence. Which of these was the most important; why? Which Founding Father played the biggest role in the Independence movement; why?
- How were American forces able to prevail in the Revolutionary War? Identify the three most important turning points of the war; why are these the most important?

Chapter Six:

- To what extent did equality become a stronger component of American freedom after the Revolution?
- To what extent did the expansion of religious liberty after the Revolution reflect the new American ideal of freedom?
- To what extent did the definition of economic freedom change after the Revolution, and who benefited most from these changes; why?
- To what extent did the Revolution diminish the freedoms of both Loyalists and American Indians?
- What was the impact of the Revolution on slavery?
- To what extent did the Revolution affect the status of women?

Additional Activities:

- Students will participate in a small group seminar over Enlightenment Thought (see primary and secondary sources above, critical thinking questions based on the reading will be discussed, students identify the main points and thesis of the authors, they will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present). [CR3]
- Students will participate in a class debate over the question: “Are the Americans Justified in Rebelling from the British”? (student will draw on both primary and secondary articles, as well as info from the textbook, to articulate their position with regard to the prompt). [CR3]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

Assessment:

- Students will complete a Short Answer Question activity over the skill of Historical Interpretation. Students will read excerpts from the following historians, Louis M. Hacker, “The Triumph of American Capitalism,” 1940 and Merrill Jensen, “Democracy and the American Revolution”, 1957, over the causes of the American Revolution. Identify the major differences between the two interpretations, then identify specific historical evidence which supports both arguments, but not explicitly mentioned in the excerpts. [CR6]
- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.
- Students will write an in-class timed write over the following topic: “Evaluate the extent to which social, political, and economic causes led to the American Revolution, then evaluate how those causes were altered following the war.” Students will be required to develop an argument with a thesis statement, supported by relevant historical evidence [CR5], with a connection of the prompt to the broader context. [CR12]

[CR6]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation

[CR5]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation

[CR12]—The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization

UNIT 4: The Constitutional Period

Curriculum Framework: Period 3 (1754 – 1800) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 7 – Founding a Nation, 1783 – 1789

- Chapter 8 – Securing the Republic, 1790 – 1815

Additional Resources:

- **Primary Sources:** Federalist #1, 10, 23, 51, 84; Antifederalist (selections): Jefferson “Letters on the Constitution”, Richard Henry Lee “Letters from the Federal Farmer”, Robert Yates “Essays of Brutus”, and Patrick Henry “Debate in the Virginia Ratifying Convention.” [CR1b]
- **Secondary Sources:** Karen N. Barzilay “John Adams in the Continental Congress”, Douglas Bradburn “The Presidency of John Adams”, Murray Dry “Anti-Federalist Political Thought: Brutus and the Federal Farmer”, and James R. Stoner, Jr. “The New Constitutionalism of Publius.” [CR1c]

[CR1b]—The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

Compare and Contrast (students will construct a Venn diagram identifying similarities and differences between the Federalist and Antifederalist). [CR11]

[CR11]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources above, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Seven:

- What were the major achievements and problems of the government under the Articles of Confederation? Which of these caused the greatest concern; why?
- What major disagreements and compromises molded the final content of the Constitution?
- To what extent did Anti-Federalist concerns raised during the ratification process lead to the creation of the Bill of Rights? How did Federalist react to this criticism?
- To what extent did the definition of citizenship in the new republic exclude American Indians and African-Americans?

Chapter Eight:

- Identify the major causes which made the politics of the 1790’s so divisive. What were the consequences of that divisiveness?
- To what extent did competing views of freedom and global events promote the political divisions of the 1790’s? Which was the most important; why?

- What were the achievements and failures of Jefferson’s presidency? Was Jefferson a great president; why or why not?
- Identify the major causes and consequences of the War of 1812. Which of these were the most important; why?

Additional Activities:

Students will read excerpts from the Federalist and Antifederalist Papers [CR1b], as well as the following articles, Murray Dry “Anti-Federalist Political Thought: Brutus and the Federal Farmer”, James R. Stoner, Jr. “The New Constitutionalism of Publius” [CR1c]. They will turn in an article review over the readings, then participate in a class debate over the following question: “Should America Ratify the U.S. Constitution?” [POL-5] [CR3] [CR4]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Assessment:

- Students will complete a Short Answer Question activity over the skill of Historical Interpretation. Students will read excerpts from the following historians, Henry Steele Commager, “Commentary on the Constitution”, 1961 and Thomas R. Dye and Harmon Zeigler, “The Irony of Democracy”, 1971, over the issue of the meaning of the Constitution. Identify the major differences between the two interpretations, then identify specific historical evidence which supports both arguments, but not explicitly mentioned in the excerpts. [CR6]
- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

[CR6]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation

UNIT 5: The Growth of the Economy and Democracy

Curriculum Framework: Period 4 (1800 – 1848) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 9 – The Market Revolution, 1800 – 1840
- Chapter 10 – Democracy in America, 1815 – 1840

Additional Resources:

- **Primary Sources:** Ralph Waldo Emerson “Nature”, “The American Scholar”, “Divinity School Address”, “The Transcendentalist”, “Self-Reliance”, “The Oversoul”, “Politics”; Henry David Thoreau “Walden”, “Civil Disobedience”, “Life Without Principle”; Nathan Sanford “Suffrage Should Not Be Based on Property”; James Kent “Suffrage Should Be Limited to Property Holders”; Alexis de Tocqueville “Democracy in America”; John Marshall “The Federal Government is Supreme Over the States” (McCulloch v. Maryland decision); and Spencer Roane “The Federal Government is Not Supreme Over the States.” [CR1b]
- **Secondary Sources:** Harry Ammon “James Monroe and the Era of Good Feelings”, Bryan-Paul Frost “Religion, Nature, and Disobedience in the Thought of Emerson and Thoreau”, and Matthew J. Franck “Union, Constitutionalism, and the Judicial Defense of Rights: John Marshall.” [CR1c]

[CR1b]—The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

Periodization (students will construct a periodization chart in which they identify a beginning and ending date / event for the Era of Good Feelings; next they will identify specific details which reinforce / contradict commonly held beliefs of the period). [CR10]

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Nine:

- Identify the major causes and consequences of the market revolution. Which of these were the most important; why?
- To what extent did the market revolution spark social change?
- To what extent did the meanings of American freedom change in this period?
- How did the market revolution affect the lives of workers, women, and African-Americans? Which of these groups were impacted the most as a result of the market revolution; why?

Chapter Ten:

- What were the social bases for the flourishing democracy of the early mid-nineteenth century?
- What efforts were made in this period to strengthen the economic integration of the nation, and what major crises hindered these efforts?

- What were the major areas of conflict between nationalism and sectionalism?
- In what ways did Jackson embody the contradictions of democratic nationalism?
- To what extent did the Bank War influence the economy and party competition?

Art Analysis:

Art Works: Edward Hicks “Peaceable Kingdom”, “Noah’s Ark” | George Caleb Bingham “Fur Traders Descending the Missouri”, “Canvassing for a Vote” | Frank Blackwell Mayer “Leisure and Labor” | Thomas Cole “The Oxbow”, “Sunny Morning on the Hudson”, and the five paintings in the “Course of an Empire” series.

Art Activity: Students will take part in an Art Analysis of each work of art individually. The Art Analysis will consist of identifying the historical context of the painting, the artist purpose, and intended audience. Students will then share with the class whether they believe the artist was successful in achieving his / her goal. At the end of the activity, students will do a pre-write (outline the essay and develop a thesis statement) on the following prompt: “Compare and contrast the varying views of democracy in America during the Jacksonian Era.” [CR3] [CR11]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

[CR11]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Additional Activities:

- Students read excerpts from Ralph Waldo Emerson “Nature”, “The American Scholar”, “Divinity School Address”, “The Transcendentalist”, “Self-Reliance”, “The Oversoul”, “Politics”; Henry David Thoreau “Walden”, “Civil Disobedience”, “Life Without Principle” [CR1b]; as well as the following article, Bryan-Paul Frost “Religion, Nature, and Disobedience in the Thought of Emerson and Thoreau” (HoAPT) [CR1c]. They will turn in an article review over the readings, then participate in a small group seminar in which they consider, by looking at 5-7 critical thinking questions, the role of Transcendentalism in Antebellum America. [CUL-5] [CR4]
- Students will read the following article, “The Market Revolution in Early America.” by John Lauritz Larson [CR1c]. Students will turn in an article review of this article, then take part in a class discussion over the following question: “How have innovations in the market, transportation, and technology affected the economy and the different regions of North America?” [WXT-2] [CR4]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Assessment:

- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

- Students will write an in-class timed write over the following topic: “To what extent did political parties contribute to the development of national unity or sectionalism in the U.S. between 1790 and 1860?” Students will be required to develop an argument with a thesis statement, supported by relevant historical evidence [CR5], with a connection of the prompt to the broader context. [CR12]

[CR5]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation

[CR12]—The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization

UNIT 6: The Age of Reform

Curriculum Framework: Period 4 (1800 – 1848) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 11 – The Peculiar Institution
- Chapter 12 – An Age of Reform, 1820 – 1840

Additional Resources:

- **Primary Sources:** Native American Party “Immigrants Endanger America”, Thomas L. Nichols “Immigrants Do Not Endanger America”, Catharine E. Beecher “Women Hold an Exalted Status in America”, Elizabeth Cady Stanton “Women Hold a Degraded Status in America”, and James Fenimore Cooper “The American Democrat.” [CR1b]
- **Secondary Sources:** Farrow, Lang, and Frank “Complicity: How the North Profited from Slavery”, Jane Landers “Slavery in the Lower South”, Shane White “Slavery in the North”, Richard S. Ruderman “Proclaim Liberty throughout the Land: Frederick Douglass, William Lloyd Garrison, and the Abolition of Slavery”, and John E. Alvis “James Fenimore Cooper: Nature and Nature’s God.” [CR1c]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

Compare and Contrast (students will construct a Venn diagram identifying similarities and differences between the Upper and Lower South). [CR11]

[CR11]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Eleven:

- To what extent did slavery shape social and economic relations in the Old South and the North?
- What were the legal and material constraints on slaves’ lives and work?
- To what extent did family, gender, religion, and values combine to create distinctive slave cultures in the Old South?
- What were the major forms of resistance to slavery? Which of these were the most successful; why?

Chapter Twelve:

- What were the major movements and goals of antebellum reform, were they successful? Which was the most important; why?
- Compare and contrast the different varieties of abolitionism. Were either of these a threat to American society?
- To what extent did abolitionism challenge barriers to racial equality and free speech?
- What were the diverse sources of the antebellum women’s rights movement and its significance?

Additional Activities:

- Students will participate in a small group seminar over the role of women and immigrants in American society (critical thinking questions based on the reading will be discussed, students identify the main points and thesis of the authors, they will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present). **[CR3]**
- Students will read the following two primary source articles, Native American Party “Immigrants Endanger America”, Thomas L. Nichols “Immigrants Do Not Endanger America.” (OpV) **[CR1b]** They will turn in an article review over the readings, then participate in a small group seminar in which they consider, by looking at 5-7 critical thinking questions, the role of immigration in Antebellum America. **[PEO-5] [CR4]**

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Assessment:

- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.

- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

UNIT 7: Sectionalism, War, and Reconstruction

Curriculum Framework: Period 5 (1844 – 1877) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 13 – A House Divided, 1840 – 1861
- Chapter 14 – A New Birth of Freedom: The Civil War, 1861 – 1865
- Chapter 15 – What is Freedom?: Reconstruction, 1865 – 1877

Additional Resources:

- **Primary Sources:** Henry Clay “America Should Not Annex Texas”, John L. O’Sullivan “America Should Annex Texas”, James K. Polk “U.S. Must Wage War on Mexico”, Ramon Alcaraz “U.S. Fought Mexico to Gain Territory”, Roger Taney “Constitutional Rights Do Not Extend to Blacks” (Dred Scott decision), Benjamin Curtis “Constitutional Rights Do Extend to Blacks”, South Carolina Declaration “Secession is Justified”, Abraham Lincoln “Secession is Not Justified”, Horace Greeley “Freeing the Slaves Should be the Primary War Aim”, Abraham Lincoln “Preserving the Union Should be the Primary War Aim”, Frederick Douglass “The Emancipation Proclamation is a Significant Achievement”, Clement L. Vallandigham “The Emancipation Proclamation is a Worthless Act”, Abraham Lincoln “War Justifies the Restriction of Civil Liberties”, Ohio Democratic Convention “War Does Not Justify the Violation of Civil Liberties”, Joint Committee on Reconstruction “The South is a Separate, Conquered Nation”, Andrew Johnson “The South is not a Separate, Conquered Nation”, Frederick Douglass “Blacks Should Have the Right to Vote”, and Andrew Johnson “Blacks Should Not Have the Right to Vote.” [CR1b]
- **Secondary Sources:** Bruce Catton “Grant and Lee: A Study in Contrasts”, Steven Kautz “Abraham Lincoln: The Moderation of a Democratic Statesman”, Marc Egnal “The Economic Origins of the Civil War”, Jonathan Earle “The Political Origins of the Civil War”, and Paul Finkelman “Slavery, the Constitution, and the Origins of the Civil War.” [CR1c]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or do one of the HTA worksheets.

- Chronological Reasoning (students will construct a time line placing 10 events in historical / chronological order; students will then note connections between the events and argue for either continuity or change as the basic structure over that time period).
- Continuity and Change Over Time (students will fill in a time-line identifying continuities and changes over the

role of women with American society from the American Revolution to the Civil War; students will share with the class whether they believe there was more continuity or change within that time period). [CR9] Students then discuss which of the Learning Objectives covers the topic and why. [CR3]

- Causation (students will construct a cause / effect chart tracing the causes and effects of the Civil War). [CR8]

[CR9]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of continuity and change over time

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

[CR8]—The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Thirteen:

- Identify the major causes contributing to U.S. territorial expansion in the 1840’s. Which of these was the most important; why?
- To what extent did the expansion of slavery become the most divisive political issue in the 1840’s and 1850’s?
- What combination of issues and events fueled the creation of the Republican Party in the 1850’s?
- What enabled Lincoln to emerge as president from the divisive party politics of the 1850’s?
- Identify the major causes which led to the road to secession. Which of these was the most important; why? Was the Civil War inevitable?

Chapter Fourteen:

- In what way should the Civil War be considered the first modern war?
- To what extent did a war to preserve the Union become a war to end slavery?
- To what extent did the Civil War transform the national economy and create a stronger nation-state?
- To what extent did the war effort and leadership problems affect the society and economy of the Confederacy and the Union?
- What were the military and political turning points of the war? Which of these was the most significant; why?
- What were the most important wartime “rehearsals for Reconstruction”?

Chapter Fifteen:

- What visions of freedom did the former slaves and slaveholders pursue in the postwar South?
- What were the sources, goals, and competing visions of Reconstruction?
- What were the social and political effects of Radical Reconstruction in the South?
- What were the main factors, in both the North and South, for the abandonment of Reconstruction?

Additional Activities:

Students will participate in a class debate over the question: “Did the South have the right to Secede”? Students will draw on both primary and secondary articles, as well as info from the textbook, to articulate their position with regard to the prompt. [CR3]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

Assessment:

- Students will complete a Short Answer Question activity over the skill of Historical Interpretation. Students will read excerpts from the following historians, Charles A. Beard, “The Rise of American Civilization”, 1933 and Roy F. Nichols, “The Disruption of American Democracy”, 1948, over the causes of the Civil War. Identify the major differences between the two interpretations, then identify specific historical evidence which supports both arguments, but not explicitly mentioned in the excerpts. [CR6]
- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.
- Students will write an in-class timed write over the following topic: “Evaluate the extent to which the Missouri Compromise marked a turning point in American History.” Students will be required to develop an argument with a thesis statement, supported by relevant historical evidence [CR5], with a connection of the prompt to the broader context. [CR10]

[CR6]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation

[CR5]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

UNIT 8: The Gilded Age

Curriculum Framework: Period 6 (1865 – 1898) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 16 – America’s Gilded Age, 1870 – 1890
- Chapter 17 – Freedom’s Boundaries, At Home and Abroad, 1890 – 1900

Additional Resources:

- **Primary Sources:** Frederick Turner “Turner Thesis”, Henry George “Concentrations of Wealth Harm America”, Andrew Carnegie “Concentrations of Wealth Help America”, Henry B. Brown “Racial Segregation is Constitutional”, John Marshall Harlan “Racial Segregation Is Unconstitutional”, Booker T. Washington “Blacks Should Stop Agitating for Political Equality”, W.E.B. Du Bois “Blacks Should Strive for Political Equality”, Albert J. Beveridge “America Should Retain the Philippines”, Joseph Henry Cooker “America Should Not Rule the Philippines”, William Graham Sumner “What Social Classes Owe Each Other”, Andrew Carnegie “The Gospel of Wealth”, and Walter Rauschenbusch “The Social Gospel.” **[CR1b]**
- **Secondary Sources:** Lance Robinson “Pricking the Bubble of Utopian Sentiment: The Political Thought of William Graham Sumner”, Peter W. Schramm “Booker T. Washington and the Severe American Crucible”, and Jonathan Marks “Co-workers in the Kingdom of Culture: W.E.B. Du Bois’s Vision of Race Synthesis.” **[CR1c]**

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

- Causation (students will construct a cause / effect chart tracing the causes and effects of the Growth of Big Business). **[CR8]**
- Compare and Contrast (students will construct a Venn diagram identifying similarities and differences between the New and Old South). **[CR11]**

[CR8]—The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation

[CR11]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Sixteen:

- Identify the causes which combined to make the U.S. a mature industrial society after the Civil War.
- To what extent was the West transformed economically and socially during the Gilded Age?
- What were the goals of the Gilded Age political system and to what extent were these successfully achieved?
- To what extent did the economic development of the Gilded Age affect American freedom?
- How did reformers of the period approach the problems of an industrial society? Were they successful; why or why not?

Chapter Seventeen:

- Identify the major causes which led to the emergence of Populism. To what extent was this significant movement?
- Identify the continuities and changes, with regard to African-American freedom, which took place during the 19th century.
- To what extent did the boundaries of American freedom grow narrower during the Gilded Age?
- Identify the causes which led to the emergence of the U.S. as a world power. What were the positives and negatives which came with this new power?

Art Analysis:

Art Works: Winslow Homer “The Gulf Stream” | Thomas Eakins “The Gross Clinic”, “Max Schmidt in a Single Skull” | George Bellows “Stag at Sharkey’s”, “Tennis at Newport” | Thomas Pollock Anshutz “Iron Workers at Noon” | Edward P. Moran “Statue of Liberty Enlightening the World” | Horace Bonham “Nearing the Issue” | John Singer Sargent “El Jaleo” | J.A. McNeill Whistler “Arrangement in Gray and Black (or Whistler’s Mother)”, “Nocturne in Black and Gold (or the Falling Rocket)” | Edward Hopper “Nighthawks.”

Activity: Students will take part in an Art Analysis of each work of art individually. The Art Analysis will consist of identifying the historical context of the painting, the artist purpose, and intended audience. Students will then share with the class whether they believe the artist was successful in achieving his / her goal. At the end of the activity, students will do a pre-write (outline the essay and develop a thesis statement) on the following prompt: “Identify the causes of and concerns for the rise of big business during the Gilded Age.” [CR3] [CR8]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

[CR8]—The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation

Additional Activities:

- Students will participate in a class debate over the question: “Does the Concentration of Wealth Help or Harm America”? (students will draw on both primary and secondary articles, as well as info from the textbook, to articulate their position with regard to the prompt). [CR3]
- Students will read excerpts from the following two primary source articles, Albert J. Beveridge “America Should Retain the Philippines”, Joseph Henry Cooker “America Should Not Rule the Philippines” (OpV) [CR1b]. They will turn in an article review over the readings, then participate in a class debate over the following question: “Should America Annex the Philippines?” [WOR-6] [CR4]
- Students will participate in a small group seminar over the role of African Americans at the end of the 19th century (critical thinking questions based on the reading will be discussed, students identify the main points and thesis of the authors, they will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present). [CR3]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Assessment:

- Students will complete a Short Answer Question activity over the skill of Historical Interpretation. Students will read excerpts from the following historians, Matthew Josephson, “The Robber Barons”, 1936 and Julius Grodinsky, “Jay Gould, His Business Career”, 1867-92, 1957, over the nature of the Captains of Industry. Identify the major differences between the two interpretations, then identify specific historical evidence which supports both arguments, but not explicitly mentioned in the excerpts. [CR6]
- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

[CR6]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation

UNIT 9: Progressivism, WWI, and the 20’s

Curriculum Framework: Period 7 (1890 – 1945) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 18 – The Progressive Era, 1900 – 1916
- Chapter 19 – Safe for Democracy: The U.S. and WWI, 1916 – 1920
- Chapter 20 – From Business Culture to Great Depression: The Twenties, 1920 – 1932

Additional Resources:

- **Primary Sources:** Theodore Roosevelt “The Federal Government Should Regulate Trusts: Roosevelt’s New Nationalism”, Woodrow Wilson “The Federal Government Should Oppose Trusts: Wilson’s New Freedom”, William Howard Taft excerpts, Eugene V. Debs excerpts, Woodrow Wilson “America Should Enter WWI”, George W. Norris “America Should Not Enter WWI”, Robert La Follette “War Dissenters’ Freedom of Speech and Assembly Must Be Preserved”, Outlook “War Dissenters’ Freedom of Speech and Assembly Must Be Limited”, A. Mitchell Palmer “The Department of Justice is Defending American from Communist Subversion”, National Popular Government League “The Department of Justice is Violating Constitutional Freedoms”, H.L. Mencken “Mencken Critiques America”, Catherin Beech Ely “A Critique of H.L Mencken”, and H.L. Mencken excerpts. [CR1b]
- **Secondary Sources:** Jean M. Yarbrough “Theodore Roosevelt and the Stewardship of the American Presidency”, Ronald J. Pestritto “Woodrow Wilson, the Organic State, and American Republicanism”, David F. Forte “The Making of the Modern Supreme Court: Holmes and Brandeis”, and Lynn Dumenil “The New Woman and the Politics of the 1920’s.” [CR1c]

[CR1b]—The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

Periodization (students will construct a periodization chart in which they identify a beginning and ending date / event for the Progressive Era; next they will identify specific details which reinforce / contradict commonly held beliefs of the period). [CR10]

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Eighteen:

- Why was the city such a central element in Progressive America?
- To what extent did the labor and women’s movements challenge the 19th century meanings of freedom?
- Identify the ways in which Progressivism included both democratic and anti-democratic impulses. Which of the two was the most prominent; why?
- How did the Progressive presidents foster the rise of the nation-state; how did their visions of economic growth square with their political ideas?

Chapter Nineteen:

- To what extent did the Progressive presidents promote the expansion of American power overseas?
- Identify the causes and consequences for America’s involvement in World War I. Which of these was the most important; why?
- To what extent did the U.S. mobilize resources and public opinion for the war effort? Were these effective?
- To what extent did the war affect race relations in the U.S.?
- In what ways was 1919 a turning point in American History; what were the characteristics before and after that time period?

Chapter Twenty:

- Who benefited and suffered the most in the new consumer society of the 1920’s?
- To what extent did the government promote business interests in the 1920’s? How was this different from previous periods in American History?

- To what extent did the protection of civil liberties gain importance in the 1920's? Why did groups feel that these were being threatened during the period?
- Compare and contrast religious fundamentalism and pluralism during the 1920's.
- Identify the major causes for the Great Depression; evaluate how effective the government's response was by 1932.

Additional Activities:

- Students will participate in a class debate over the question: "Should civil liberties be preserved during wartime"? (students will draw on both primary and secondary articles, as well as info from the textbook, to articulate their position with regard to the prompt). **[CR3]**
- Students will participate in a small group seminar over Progressive Thought (critical thinking questions based on the reading will be discussed, students identify the main points and thesis of the authors, they will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present). **[CR3]**
- Students will participate in a small group seminar over the role of the Red Scare during the 1920's (critical thinking questions based on the reading will be discussed, students identify the main points and thesis of the authors, they will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present). **[CR3]**

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

Assessment:

- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.
- Students will timed-write an in-class DBQ over the following topic: "In the post-Civil War U.S., corporations grew significantly in number, size, and influence. Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900." Students will do a HIPP analysis (historical context, intended audience, point of view, and purpose) over the following documents in the document packet. Students will be required to develop an argument with a thesis statement, supported by relevant historical evidence **[CR5]**, with a connection of the prompt to the broader context **[CR12]**, and utilizing synthesis by reconciling disparate historical evidence. **[CR13a]**

[CR5]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation

[CR12]—The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization

[CR13a]—The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

UNIT 10: The New Deal and WWII

Curriculum Framework: Period 7 (1890 – 1945) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 21 – The New Deal, 1932 – 1940
- Chapter 22 – Fighting for the Four Freedoms: WWII, 1941 – 1945

Additional Resources:

- **Primary Sources:** Henry Ford “Self-Help is the Best Response to Unemployment”, Charles R. Walker “Self-Help is Not Enough”, Franklin D. Roosevelt “America Needs a New Deal”, Herbert Hoover “Roosevelt’s New Deal Would Destroy America”, Huey P. Long “Redistributing America’s Wealth Would Solve the Depression”, Hamilton Basso “Long’s Share-Our-Wealth Plan is Impractical,” and graphs showing economic cycles leading up to the Great Depression. [CR1b]
- **Secondary Sources:** Patrick J. Maney “Rise and Fall of the New Deal Congress” and Donald R. Brand “Franklin Delano Roosevelt and the Second Bill of Rights.” [CR1c]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

Periodization (students will construct a periodization chart in which they identify a beginning and ending date / event for the New Deal Era; next they will identify specific details which reinforce / contradict commonly held beliefs of the period). [CR10]

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Twenty One:

- What were the major policy initiatives of the New Deal in the first Hundred Days? How effective were these in solving the problems of the Depression?
- Who were the main proponents / opponents of economic change in the 1930’s and what measures did they advocate? How effective were they in bringing about change?

- To what extent did the New Deal recast the meaning of American freedom? What new opportunities and challenges arose during this period?
- To what extent did the New Deal reach out to embrace women and minorities?
- To what extent did the Popular Front influence American culture in the 1930's?

Chapter Twenty Two:

- Identify the major causes and consequences which led to American participation in World War II. Which of these was the most important; why?
- To what extent did the U.S. mobilize economic resources and promote popular support for the war effort? How effective was this effort?
- Identify the continuities and changes that took place, with regard to America's presence in the world, during the first half of the 20th century.
- To what extent did American minorities face threats to their freedom at home and abroad during World War II?
- In what ways was the end of WWII a turning point in American History? What were the characteristics before and after that time period?

Additional Activities:

- Students will participate in a small group seminar over the New Deal and its critics (critical thinking questions based on the reading will be discussed, students identify the main points and thesis of the authors, they will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present). **[CR3]**

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

Assessment:

- Students will complete a Short Answer Question activity over the skill of Historical Interpretation. Students will read excerpts from the following historians, Arthur M. Schlesinger, Jr., “The Broad Accomplishments of the New Deal”, 1948 AND Richard Hofstadter, “The American Political Tradition and the Men Who Made It”, 1948, over the nature of the New Deal. Identify the major differences between the two interpretations, then identify specific historical evidence which supports both arguments, but not explicitly mentioned in the excerpts. **[CR6]**
- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

[CR6]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation

UNIT 11: The Cold War and the 50's

Curriculum Framework: Period 8 (1945 – 1980) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 23 – The United States and the Cold War, 1945 – 1953
- Chapter 24 – An Affluent Society, 1953 – 1960

Additional Resources:

- **Primary Sources:** Henry A. Wallace “America Should Seek Peace with the Soviet Union”, George F. Kennan “America Should Contain the Soviet Union”, Joseph McCarthy “Communist Subversives Threaten America”, and The Tydings Committee “McCarthyism Threatens America.” [CR1b]
- **Secondary Sources:** Thomas G. Paterson “The Origins of the Cold War”, Becky M. Nicolaides “Suburbia and the Sunbelt”, William Thomas “Ayn Rand: Radical for Capitalism”, and James McClellan “Russell Kirk’s Anglo-American Conservatism.” [CR1c]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

- Periodization (students will construct a periodization chart in which they identify a beginning and ending date / event for the Cold War; next they will identify specific details which reinforce / contradict commonly held beliefs of the period). [CR10]
- Compare and Contrast (students will construct a Venn diagram identifying similarities and differences between the 1920's and the 1950's). [CR11]

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

[CR11]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author's arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Twenty Three:

- Identify the major causes which prompted the Cold War. Which of these was the most important; why?

- To what extent did the Cold War reshape the ideas of American freedom?
- What were the major initiatives of Truman’s domestic policies and were these successful?
- What effects did the anti-communism of the Cold War have on American politics and culture?

Chapter Twenty Four:

- What were the main characteristics of the affluent society of the 1950’s? In what ways was it similar or different to that of the 1920’s?
- To what extent was the 1950’s a period of consensus in both domestic policies and foreign affairs?
- Identify the major causes and consequences of the civil rights movement during the 1950’s.
- In what ways was the Election of 1960 a turning point in American History? What were the characteristics before and after that time period?

Additional Activities:

Students will participate in a small group seminar over Containment during the Cold War (critical thinking questions based on the reading will be discussed, students identify the main points and thesis of the authors, they will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present). [CR3]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

Assessment:

- Students will complete a Short Answer Question activity over the skill of Historical Interpretation. Students will read excerpts from the following historians, George F. Kennan, “USSR, the Atom and the West”, 1958 and Dean Acheson, “The Illusion of Disengagement”, 1958, over the Cold War and Containment. Identify the major differences between the two interpretations, then identify specific historical evidence which supports both arguments, but not explicitly mentioned in the excerpts. [CR6]
- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.
- Students will write an in-class DBQ timed write over the following topic: “What were the causes which prompted the Cold War fears of the American people to the aftermath of the Second World War? How successfully did the administration of Eisenhower address these fears? Confine your answer to the period 1948 – 1961.” Students will do a HIPP analysis (historical context, intended audience, point of view, and purpose) over the following documents in the document packet. Students will be required to develop an argument with a thesis statement, supported by relevant historical evidence [CR5], with a connection of the prompt to the broader context [CR12], and utilizing synthesis by connecting the prompt to another context. [CR13b]

[CR6]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation

[CR5]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation

[CR12]—The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization

[CR13b]—The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present.

UNIT 12: The 60's, 70's, and 80's

Curriculum Framework: Period 8 (1945 – 1980) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 25 – The Sixties, 1960 – 1968
- Chapter 26 – The Triumph of Conservatism, 1969 – 1988

Additional Resources:

- **Primary Sources:** Martin Luther King, Jr. “Blacks Should Strive to be Part of the American Dream”, Malcolm X “Blacks Can Never Be Part of the American Dream”, Lyndon B. Johnson “America is Fighting for a Just Cause in Vietnam”, Eugene McCarthy “America is Not Fighting for a Just Cause in Vietnam”, Richard M. Nixon “Riots are Mob Criminal Acts”, Tom Hayden “Riots are Social Revolutions”, Students for a Democratic Society “America’s Youth Must Lead a New Revolution”, K. Ross Toole “Student Rebellion Leaders are a Disgrace”, Jimmy Carter “America is Facing a Crisis of Confidence”, and Ronald Reagan “The American Spirit Remains Strong.” [CR1b]
- **Secondary Sources:** Peter C. Myers “The Two Revolutions of MLK”, Lucas E. Morel “Malcolm X: From Apolitical Acolyte to Political Preacher”, Leo P. Ribuffo “Discovery and Rediscovery of American Conservatism”, Dan T. Carter “Rise of Conservatism Since WWII”, and Clinton Rossiter “The Giants of American Conservatism.” [CR1c]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

- Continuity and Change Over Time (students will construct a Six Degrees of Separation chart, connecting disparate events, then identify whether there is generally change or continuity over the period). [CR9]
- Periodization (students will construct a periodization chart in which they identify a beginning and ending date / event for the Counter Culture; next they will identify specific details which reinforce / contradict commonly held beliefs of the period). [CR10]
- Compare and Contrast (students will construct a Venn diagram identifying similarities and differences between the 60's, 70's, and 80's). [CR11]

[CR9]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of continuity and change over time

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

[CR11]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the Learning Objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Twenty Five:

- What were the major events in the civil rights movement of the early 1960’s? Identify the top three; why were these the most important?
- What were the major crises and policy initiatives of the Kennedy presidency? Which of these was the most important and did Kennedy handle them successfully?
- What were the purposes and strategies of Johnson’s Great Society programs? Was he successful in accomplishing his goals?
- Compare and contrast the civil rights movement during the 1950’s with that during the 1960’s.
- To what extent did the Vietnam War fundamentally transform American politics and culture?
- Identify the causes and consequences of the rights revolution of the late 1960’s?
- To what extent was 1968 a climactic year for the Sixties?

Chapter Twenty Six:

- What were the major policies of the Nixon administration on social and economic issues? Were these successful; why?
- To what extent did Vietnam and Watergate affect popular trust in the government?
- To what extent did opportunities of most Americans diminish during the 1970’s?
- Identify the causes and consequences for the rise of the conservative movement during the last half of the 20th century.
- To what extent did the Reagan presidency affect Americans both at home and abroad?

Additional Activities:

- Students will participate in a small group seminar over the Civil Rights movement (critical thinking questions based on the reading will be discussed, students identify the main points and thesis of the authors, they will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present). [CR3]
- Students will participate in a small group seminar over the Crisis of Confidence (critical thinking questions based on the reading will be discussed, students identify the main points and thesis of the authors, they will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present). [CR3] [CR12]

- Students will participate in a class debate over the question: “Were the 60’s a time of radicalism”? (students will draw on both primary and secondary articles, as well as info from the textbook, to articulate their position with regard to the prompt). [CR3]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

[CR12]—The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization

Assessment:

- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

UNIT 13: America in the 21st Century

Curriculum Framework: Period 9 (1980 – present) [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Textbook:

- Chapter 27 – Globalization and Its Discontents, 1989 – 2000
- Chapter 28 – September 11 and the Next American Century

Additional Resources:

- **Primary Sources:** None
- **Secondary Sources:** Robert D. Schulzinger “The End of the Cold War, 1961 – 1991”; John Lewis Gaddis “The Cold War was a Great Victory for the U.S.”, and Wade Huntley “The Cold War was Not a Great Victory for the U.S.” [CR1c]

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the HTA worksheets.

Periodization (students will construct a periodization chart in which they identify a beginning and ending date / event for the War on Terror; next they will identify specific details which reinforce / contradict commonly held beliefs of the period). [CR10]

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

Discussion Questions (from and aligned with the Learning Objectives):

- Interpretation (students will read a secondary article, see secondary sources, and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion).
- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions, pulled from the Learning Objectives, will be used to guide the students in this Socratic discussion. See questions below.

Chapter Twenty Seven:

- What were the major international initiatives of the Clinton administration in the aftermath of the Cold War? Were these successful; why?
- Identify the causes which drove the economic resurgence of the 1990’s. Which of these was the most important; why?
- What cultural conflicts emerged during the 1990’s? Which of these was the most important; why?
- To what extent did a divisive political partisanship affect the election of 2000?
- What were the prevailing ideas of American freedom at the end of the century?

Chapter Twenty Eight:

- What were the major policy elements of the war on terror in the wake of September 11, 2001? To what extent did these fundamentally reshape American society?
- How did the war in Iraq unfold in the wake of 9/11?
- To what extent did the war on terror affect the economy and American liberties?
- Identify the major causes which eroded support for Bush’s policies during his second term.
- What kinds of change did voters hope for when they elected Obama? Did they get these changes?

Additional Activities:

Students will participate in a class debate over the question: “Was the end of the Cold War a victory for the United States”? (students will draw on both primary and secondary articles, as well as info from the textbook, to articulate their position with regard to the prompt). [CR3]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

Assessment:

- Students will complete a Short Answer Question activity over the skill of Historical Interpretation. Students will read excerpts from the following historians, Michelle Nickerson, “Women, Domesticity, and Postwar Conservatism”, 2003 and Clyde Wilcox, “Laying Up Treasures in Washington and in Heaven: The Christian Right and Evangelical Politics in the Twentieth Century and Beyond”, 2003. Over the Rise of Post War Conservatism, identify the major differences between the two interpretations, then identify specific historical evidence which supports both arguments, but are not explicitly mentioned in the excerpts. [CR6]
- Students will complete a unit test which will be composed of traditional MC items as well as new MC items for the redesign.

- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

[CR6]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation