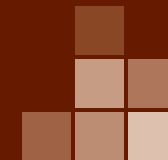


# AP<sup>®</sup> United States History

## Course Planning and Pacing Guide

**Ted Dickson**

Providence Day School  
Charlotte, NC



## About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT<sup>®</sup> and the Advanced Placement Program<sup>®</sup>. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## AP Equity and Access Policy

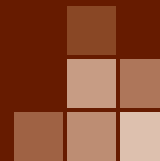
The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## Welcome to the AP<sup>®</sup> U.S. History Course Planning and Pacing Guides

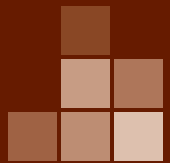
This guide is one of several course planning and pacing guides designed for AP<sup>®</sup> U.S. History teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting). These course planning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

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

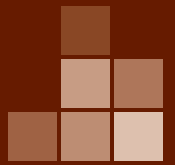
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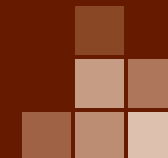
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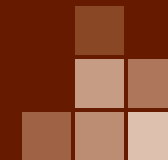
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## Providence Day School Charlotte, NC

School	K–12 independent college preparatory school with 550 students in the high school.
Student population	The student population is composed of students of various socioeconomic backgrounds and ethnicities, with Caucasian students making up the majority (approximately 80 percent). Sixteen percent of the student body receives need-based financial assistance. The college acceptance rate is 100 percent. About 65 percent of juniors take AP U.S. History.
Instructional time	The school year begins on or around August 23rd. The year includes 147 instructional days before the AP Exam; the first 72 days include the time up to and including the semester exam. Classes meet for 45 minutes each day, or for 30 minutes on half-day schedules.
Student preparation	Students take AP U.S. History as juniors. Most but not all of the students in this course have taken AP World History as sophomores; the others have taken a non-AP world history course.
Textbook	Henretta, James A., Rebecca Edwards, and Robert O. Self. <i>America: A Concise History</i> . 5th ed. Boston: Bedford/St. Martins, 2012.

# Overview of the Course



I am excited about the challenges and opportunities of the redesigned AP U.S. History course. I want my students to not only gain an understanding of the key concepts of United States history but also to know the significance of a wide range of key terms (events and people) in this field. The rebalanced focus of the AP U.S. History course, as reflected in the curriculum framework, enables me to eliminate coverage of many of the terms previously included in the curriculum so that I can concentrate on those that are most essential and/or representative of diverse groups and strands of historical development, as well as those that allow students to make persuasive historical connections to events or actors in other times and places.

In each unit, the students are given a teacher-created packet that includes materials such as primary and secondary sources, chronologies, outlines, and pages for note-taking. This packet is available as a PDF for students who are using a computer for all of their schoolwork.

I choose the instructional examples for my course in four ways. First, I select illustrative details to help students connect to topics we have already studied. Second, I focus on historical events that encourage students to relate the history they are learning to present-day political, cultural, or world events. Third, I include local (Charlotte area) and regional people and events (such as the Wilmington Race Riots). Finally, I choose topics for in-depth analysis that are related to the thematic strands emphasized in the course.

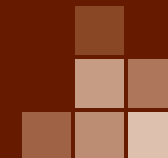
As we explore the seven course themes, I encourage students to make connections between them. For example, a discussion of the theme of identity naturally blends into the theme of ideas, beliefs and culture when we examine the development of American values (including Americans' aesthetic, moral, religious, scientific, and philosophical principles) and consider how these principles have affected individual and group actions. The theme of

America in the world is an underlying framework for the course. Whenever the United States interacts with the rest of the world — through foreign policy or war, for example — this theme is obvious.

My emphasis on connections also lends itself to instruction in the historical thinking skills described in the curriculum framework, especially comparison and the skill of continuity and change over time. To promote development of the skill of contextualization, I ask students to relate events in U.S. history to other contemporary events and actors and to explain ways they connect to similar circumstances in other periods. I incorporate historical thinking skills such as use of evidence into every class. Some instruction is conducted through group discussion and peer modeling, such as when students “whiteboard” turning-point events as a way of examining periodization. Whiteboarding is a technique in which students work in groups to solve a problem or to analyze or summarize a concept; they then write their findings on a small whiteboard and share their conclusions with the class. The other students take notes on each group's presentation. Many classes also feature “document-prompt” activities in which students answer a question (or two) on one or more short primary or secondary sources. In addition, having students respond often to document-based questions (DBQs) enables me to teach the skills of argumentation, use of evidence synthesis, and any others called for by the question.

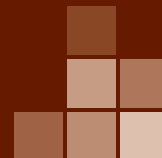
Finally, I differentiate instruction in a variety of ways. I use music and images throughout the course to appeal to different learning styles. I also balance instruction between guided discussion, role-playing simulations, projects, and cooperative-learning activities. I individualize instruction through the assignments of roles, groups, and projects; through one-to-one work on writing; and through the use of various formative and summative assessment strategies.

# Pacing Overview



Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	1491–1607	5	Content: Native Americans precontact and in cultural collision Primary Theme: Environment Primary Historical Thinking Skill: Use of Evidence
2	1607–1754	9	Content: Colonial comparisons Primary Theme: Peopling Primary Historical Thinking Skill: Comparison
3	1754–1800	14	Content: The American Revolution Primary Theme: Identity Primary Historical Thinking Skills: Causation and Argumentation
4	1800–1848	11	Content: Growth and spread of democracy and capitalism Primary Theme: Work, Exchange, and Technology Primary Historical Thinking Skills: Periodization, Continuity and Change over Time, and Argumentation
5	1844–1877	13	Content: Division, war, and reunion Primary Theme: Politics and Power Primary Historical Thinking Skills: Contextualization, Interpretation, and Argumentation
Review and Semester Exam	1491–1877 (dates covered in Units 1–5)	3	Use the course themes to focus review
		Total for Units 1–5: 55	
6	1865–1898	14	Content: The Gilded Age Primary Theme: Ideas, Beliefs, and Culture Primary Historical Thinking Skills: Causation, Continuity and Change over Time, and Argumentation
7	1890–1945	18	Content: Reforming the system — and the world Primary Theme: America in the World Primary Historical Thinking Skills: Comparison and Argumentation
8	1945–1980	16	Content: The Cold War and liberalism Primary Theme: Identity Primary Historical Thinking Skills: Continuity and Change over Time and Argumentation





Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
9	1980–Present	5	Content: Globalization and conservatism Primary Theme: America in the World Primary Historical Thinking Skills: Synthesis and Argumentation
		Total for Units 6–9: 53	
Review for AP Exam	1491–Present (dates covered in Units 1–9)	4	Use the course themes to focus review

**Essential Questions:** ▼ What is history? Where should the story begin (for the U.S. history course and for each student)? ▼ How do we evaluate the importance of events and people in history? ▼ What are the themes of this course?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison, Contextualization, Interpretation, Periodization	<p>Magazine covers and newspaper headlines from the summer</p> <p><b>Web</b> College Board, <i>AP U.S. History Curriculum Framework</i></p> <p><b>Video</b> <i>History Is...</i></p>	<p><b>Instructional Activity:</b> Students investigate the question of when a course on U.S. history should begin, considering the implications of the following dates: 1453, 1491, 1492, 1517, 1588, and 1607. Next, students watch a segment of the Prentice Hall video <i>History Is...</i>, taking notes on how each historian in the video defines history. Students also choose the most interesting story in the video and the most persuasive reason that is given for studying history, providing support for their opinions. Working in groups, students then read the curriculum framework's descriptions of the seven course themes and try to find a current event from the summer that reflects each theme.</p>

*This opening strategy is intended to create interest, to introduce connections, and to introduce the themes in an engaging way. It sets up the way that I will open each unit — establishing the context, introducing key themes, and discussing periodization. I also use this discussion to introduce the skill of periodization and the idea that the choice of starting dates privileges certain narratives. In raising these issues, I also begin to introduce different approaches to historical interpretation.*

ID-4, ID-5, WXT-1, WXT-4, PEO-1, PEO-4,  
PEO-5, POL-1, WOR-1, ENV-1, ENV-2,  
ENV-4, CUL-1

1.1, 1.2, 1.3

4 days

### Essential Questions:

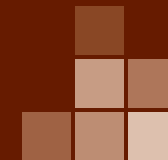
▼ What were some of the major groups of Native Americans before contact? ▼ Why did Europeans colonize the Americas? ▼ How did the Columbian Exchange affect Europe, Africa, and North America? How did it affect interaction between and among Europeans, Africans, and Native Americans? ▼ How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	<p>Henretta, Edwards, and Self, Chapter 1</p> <p><b>Video</b> “Episode One: The People”</p> <p><b>Web</b> <i>AP United States History Curriculum Module: White–Native American Contact in Early American History</i></p> <p>Taylor, “A Cultivated World”</p>	<p><b>Instructional Activity:</b> After viewing the first episode of the PBS video series <i>The West</i>, students work in groups to examine a Native American society in a particular region: Numiipu (Nez Perce), Chumash, Dakota (Lakota), Natchez, Pueblo, Creek, or Iroquois. Students focus on the society’s social structure, political structure, economic subsistence and trade, dwellings, and interactions with the environment before European contact. (Students will have read Alan Taylor’s article to help prepare for thinking about the environment).</p> <p><b>Formative Assessment:</b> After the preceding activity, student groups use whiteboards (and images if they can find any) to report their findings to the class. Groups are evaluated on a standard rubric (which includes presentation style, quality of information, and responsiveness to questions); in this activity they are also assessed for their understanding of social change. We then conduct a whole-group discussion comparing the societies and reaching general conclusions.</p>
Patterns of Continuity and Change over Time, Historical Causation, Comparison, Contextualization	Henretta, Edwards, and Self, Chapter 1	<p><b>Instructional Activity:</b> The class participates in a guided discussion on the beginnings of European colonization and settlement and on the Columbian Exchange. Then, working with a partner, students brainstorm the anticipated effects of the Columbian Exchange on their assigned societies (from the previous activity). The activity concludes with more in-depth analysis of these effects on Europeans, Africans, and Native Americans.</p>

*This lesson is based on Lesson 1 in the College Board’s Curriculum Module: White–Native American Contact.*

*Students receive feedback from me regarding their individual work in the group as well as their group presentations. Any difficulties the students have with the concept of social structure will be addressed at the start of the next activity.*

*In a guided discussion, a typical class begins with a PowerPoint slide on the day’s topic and a review of the previous day’s instruction. We then go through between 6 and 20 PowerPoint slides, which may feature information for notes, questions that we discuss, documents or images that we analyze, directions for reading documents in the unit packets, or multiple-choice questions that we use as formative assessments.*

**Essential Questions:**

▼ What were some of the major groups of Native Americans before contact? ▼ Why did Europeans colonize the Americas? ▼ How did the Columbian Exchange affect Europe, Africa, and North America? How did it affect interaction between and among Europeans, Africans, and Native Americans? ▼ How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Argumentation, Patterns of Continuity and Change over Time, Historical Causation, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 1 “Bartolomé de Las Casas Defends the Indians” “Juan Ginés de Sepúlveda Belittles the Indians” <b>Web</b> “Oñate, Juan de”	<b>Instructional Activity:</b> After a brief introduction to document analysis, students form pairs and read a document by either Sepúlveda or Las Casas. After reading and analyzing their document, the students participate in a discussion about the opposing views the Spanish had regarding the Native Americans, the conflicts between the worldviews of the two groups who held these perspectives, and the outcomes of the debate between these two authors. The students then read a brief biography of Juan de Oñate, after which they take notes on a lecture and discussion examining the Spanish colonists’ efforts to spread their control in the Southwest and also examining the Native Americans’ resistance to that control; additionally, we examine the colonists’ efforts to exploit the resources of the New World by importing African slaves.

*I intentionally do not spend much time on Africans or European conflict in Unit 1. European motives and African slavery will be looked at in more depth in Unit 2.*

**Unit 1: Unit-Level Summative Assessment**

Students research and report on how contact changed the Native American society they researched in Unit 1 and how this society tried to maintain autonomy. In their reports, the students explicitly address the appropriate thematic learning objectives. Students then respond to a short-answer question about Native American societies: *Identify three ways that 1492 represented a turning point for Native American societies.* (This question assesses the skill of periodization.) The Unit 1 Summative Assessment takes one class period to complete.

**Essential questions addressed:**

- How did the Columbian Exchange affect Europe, Africa, and North America? How did it affect interaction between and among Europeans, Africans, and Native Americans?
- How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?

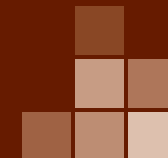
**Essential Questions:** ▼ What factors led to the creation and development of distinct Spanish, French, and Dutch colonial regions in North America? ▼ How did relations between Spanish, French, and Dutch colonists and Native Americans evolve over time?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison, Contextualization, Historical Argumentation	Henretta, Edwards, and Self, Chapter 2	<p><b>Instructional Activity:</b> After I briefly introduce the unit, students work in small groups to create a chart comparing the Spanish, French, and Dutch North American colonies on these criteria:</p> <ul style="list-style-type: none"> <li>• Geography: their areas of settlement</li> <li>• Politics: organization and control from the home country</li> <li>• Economics: goals, activities, and labor</li> <li>• Social: structure of society including gender and class, and racial gradations and hierarchy</li> <li>• Relations with the Native Americans</li> </ul> <p>Students discuss the most significant similarities and differences between the three colonial regions.</p>
Comparison		<p><b>Formative Assessment:</b> After completing the preceding activity, students write a short answer to the following prompt: <i>Which European country was most successful at achieving its goals for colonization? Cite at least one piece of evidence supporting your claim. Then pick one other country and explain why it was less successful than your choice.</i></p>

*This formative assessment gives students practice at responding to short-answer questions. I review student answers for any confusion about the content or the skill and use direct instruction to review these areas in the discussion at the beginning of Module 2.*

**Essential Questions:** ▼ What factors led to the creation and development of distinct colonial regions in British North America? ▼ How did relations between English colonists and Native Americans evolve over time?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Contextualization	Henretta, Edwards, and Self, Chapter 2 <b>Web</b> “Letter of John Pory, 1619”	<b>Instructional Activity:</b> After engaging in a document-prompt exercise focusing on an excerpt from the letter from John Pory, students discuss the features of English settlement in the New World. The discussion develops the skill of use of evidence by having students analyze the chronology of English settlement of the Chesapeake, emphasizing topics such as the development of the tobacco culture and indentured servitude, relations with the Native Americans, and the development of royal colonies.
	Henretta, Edwards, and Self, Chapter 2 Pynchon, <i>Colonial Justice in Western Massachusetts</i> <b>Web</b> “John Winthrop’s <i>City upon a Hill</i> , 1630”	<b>Instructional Activity:</b> Students engage in a guided discussion on John Winthrop’s “City upon a Hill” and other short primary sources, using them to analyze English settlement in New England. The discussion activity develops the skill of use of evidence by having students analyze the chronology of English settlement of the New England colonies. Next, working in groups, students analyze Puritan court case records to develop an understanding of Puritan values.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization	Henretta, Edwards, and Self, Chapter 3 <b>Web</b> “William Penn’s Peaceable Kingdom”	<b>Instructional Activity:</b> Students examine primary sources in a guided discussion about William Penn’s ideas for English settlement of the Middle Colonies. As was done on previous days, students analyze the sources and a chronology of settlement. Students discuss Quaker values and compare them to the values of the Puritans.
Historical Causation, Comparison, Periodization	Henretta, Edwards, and Self, Chapters 2 and 3	<b>Instructional Activity:</b> Working in groups, students whiteboard one of four key turning points: Bacon’s Rebellion, King Philip’s War, Pope’s Rebellion, or the Glorious Revolution. After presenting their findings to the class, all students discuss the impact of these colonial rebellions on larger patterns of colonial settlement.



**Essential Questions:** ▼ What factors led to the creation and development of distinct colonial regions in British North America? ▼ How did relations between English colonists and Native Americans evolve over time?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Synthesis	Henretta, Edwards, and Self, Chapter 2  <b>Web</b> <i>AP United States History Document-Based Questions, 1973–1999</i>	<b>Instructional Activity:</b> Working in groups, students collaboratively outline an answer to the 1993 AP U.S. History Exam’s DBQ, which involves comparing the Chesapeake and New England colonies.
Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Synthesis		<b>Formative Assessment:</b> Students work to evaluate sample thesis statements, topic sentences, and body paragraphs for the essay on the 1993 DBQ.

*After assessing students’ responses, I use direct instruction to emphasize important characteristics of the best samples. I then decide whether to repeat this exercise before the students write a complete DBQ essay.*

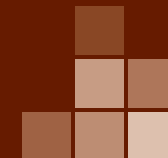
**Essential  
Questions:**

▼ How did cultural values and conceptions of group identity and autonomy emerge out of cultural interactions between British government officials, British colonists, Africans, and Native Americans? ▼ How and why did slavery develop in the British colonies? ▼ What factors shaped the development of Native American society after contact with the Europeans in North America? ▼ How were changing religious ideals, Enlightenment beliefs, and republican perspectives influenced by Atlantic World exchanges? How did these ideas and beliefs shape colonial identity, politics, culture, and society?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization	Henretta, Edwards, and Self, Chapters 3 and 4 Games, "Introduction, Definitions, and Historiography: What is Atlantic History?"	<b>Instructional Activity:</b> The class begins with a discussion of Allison Games's article on the Atlantic World. Then, after I lecture briefly on mercantilism and the Navigation Acts, students complete an activity in which they read excerpts from secondary sources. They then work with a partner to craft questions as if they were going to interview both a British and a colonial official about the effect of British policies on the colonial political and social situation.
		<b>Formative Assessment:</b> After a follow-up discussion about the questions they created in the previous activity, students write a short-answer response to a prompt asking how the Atlantic World shaped the development of the American colonies.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation	Henretta, Edwards, and Self, Chapter 3 Taylor, "Slaves" Zinn, "Drawing the Color Line"	<b>Instructional Activity:</b> After reading two historians' arguments on the development of slavery, students engage in a guided discussion on the relationship between slavery as an institution and the events of the Stono Rebellion. Working with a partner, students compare the Stono Rebellion to three previous turning points (King Philip's War, Pope's Rebellion, and Bacon's Rebellion) and argue which it was most similar to and most different from. The activity concludes with student presentations of their viewpoints.

*I review the responses for understanding of how various factors influenced cultural, economic, political, and social connections between the Old World and the colonies. Any areas in which student comprehension is weak will be the first topics discussed in the Enlightenment lesson later in this module; students also receive individual feedback.*



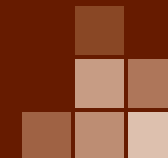


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▼ How did cultural values and conceptions of group identity and autonomy emerge out of cultural interactions between British government officials, British colonists, Africans, and Native Americans? ▼ How and why did slavery develop in the British colonies? ▼ What factors shaped the development of Native American society after contact with the Europeans in North America? ▼ How were changing religious ideals, Enlightenment beliefs, and republican perspectives influenced by Atlantic World exchanges? How did these ideas and beliefs shape colonial identity, politics, culture, and society?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization	Henretta, Edwards, and Self, Chapters 3 and 4  Taylor, “Rebels and Allies” and “Balance of Power”	<b>Instructional Activity:</b> Students read two excerpts from Alan Taylor’s <i>American Colonies</i> and write individual responses to the following questions: <i>How did the Natchez, Choctaw, and Iroquois Indians respond to European colonization? How and why did their relations with the French and British differ? Were there any similarities? How and why was European colonization changing Native American society? What would have happened if the French had left North America?</i> The class reviews their answers in a whole-group discussion. To conclude, the class discusses the meaning of the following statement quoted by Taylor: <i>In the early 1700s, a New York official stated: “To preserve the Balance between us and the French is the great ruling Principle of the Modern Indian Politics.”</i>
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization	Henretta, Edwards, and Self, Chapter 4  <b>Web</b> “Sinners in the Hands of an Angry God (1741)” “Some Thoughts Concerning the Present Revival of Religion in New England” “Benjamin Franklin on Rev. George Whitefield, 1739” “Benjamin Franklin, The Way to Wealth (1758)”	<b>Instructional Activity:</b> In a whole-group discussion, students read and analyze Jonathan Edwards’s sermon “Sinners in the Hands of an Angry God” and Benjamin Franklin’s commentary on George Whitefield. They then use the sermon and short excerpts of other primary sources to compare the Great Awakening to the Enlightenment, connecting both to the development of the Atlantic World and considering their effects on the development of American identity.  <b>Formative Assessment:</b> The students complete a matching activity in which they attribute quotations to the appropriate author or speaker, choosing from a list of five to seven historical actors in the period (Franklin, Whitefield, etc.). Students have to explain the rationale for their answers by providing two to three sentences of context.
		<b>Instructional Activity:</b> Unit Review: I explain the structure of the summative assessment, review the key concepts of the unit, and explain how the students should use the thematic learning objectives and essential questions to prepare for the assessment. Students then collaboratively review the unit notes and readings.

*I collect papers, mark them, and provide feedback to individual students. Common misidentifications as well as broader patterns to focus on are addressed in the unit review in the next class period.*



## Unit 2: Unit-Level Summative Assessment:

Students respond to 30 multiple-choice questions; the questions are organized into sets based on sources, as on the revised AP U.S. History Exam. Each set focuses on one of the essential questions given here. Some of the sources in the question sets will be familiar to the students, and some will be new. The exam also includes one short-answer question based on the Learning Objective POL-1: “Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America.” The Unit 2 Summative Assessment takes one class period to complete.

### Essential questions addressed:

- What factors led to the creation and development of distinct Spanish, French, English, and Dutch colonial regions in North America?
- How and why did slavery develop in the British colonies?
- What factors shaped the development of Native American society after contact with the Europeans in North America?
- How were changing religious ideals, Enlightenment beliefs, and republican perspectives influenced by Atlantic World exchanges? How did these ideas and beliefs shape colonial identity, politics, culture, and society?

**Essential Questions:**

▼ How did the French and Indian War affect the Native American population and the relations between Britain and its colonies? ▼ How did conceptions of American identity and democratic ideals emerge and shape the movement for independence? ▼ Why did the colonists rebel against Britain?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation	Henretta, Edwards, and Self, Chapters 4 and 5 <b>Web</b> Anderson, “The Real First World War and the Making of America”	<b>Instructional Activity:</b> I begin by introducing the key themes of the unit in a brief lecture on the causes and course of the French and Indian War. Students then work in pairs to compare Fred Anderson’s article to their textbook’s account and discuss the different arguments’ implications for historical causality. Finally, students work in groups to complete an activity in which they (acting as British citizens) propose to the King (me) how Britain should try to solve its problems following the war.
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation	<b>Video</b> “Episode One: The Reluctant Revolutionaries” <b>Web</b> “To H. Niles, John Adams, February 13, 1818”	<b>Instructional Activity:</b> In a class discussion, students analyze brief competing quotations, including a quotation from a letter by John Adams, on the causes of the American Revolution. Students next take notes on a video — from the PBS series <i>Liberty!</i> — about the causes of the Revolution; they then review the video in a class discussion. Finally, students work independently to create a chart comparing the Stamp Act, the Townshend Acts, the Tea Act, and the Coercive Acts, emphasizing British goals and colonial reactions.
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	Henretta, Edwards, and Self, Chapter 5 <b>Web</b> <i>AP United States History Document-Based Questions, 1973–1999</i>	<b>Formative Assessment:</b> Working in groups, students create outlines for answering the 1999 DBQ, <i>To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution?</i> They also write a thesis statement and topic sentences for the DBQ essay.

After assessing group responses, I review answers with students and present the best thesis statement and topic sentences to the class. If most students do not appropriately respond to the documents in the question, I may repeat this exercise before students write a complete DBQ essay in a later unit assessment.

**Essential Questions:**

▼ How did democratic and republican ideals and emerging conceptions of American identity lead to the Declaration of Independence and the development of American political institutions? ▼ What was the immediate and long-term significance of the Declaration of Independence? ▼ How did the Declaration of Independence shape belief systems and independence movements in the Atlantic World? ▼ Why did the rebels win the war for independence?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 5 <b>Web</b> Paine, <i>Common Sense</i>	<b>Instructional Activity:</b> Students individually analyze excerpts from <i>Common Sense</i> and then answer questions about the Declaration of Independence. In a class discussion, students review the questions and discuss which paragraph of the Declaration they believe is the most important.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 5 Dickson, “Strategies for Teaching the Declaration of Independence in a Global Context”	<b>Instructional Activity:</b> After taking notes on a brief lecture on the global impact of the Declaration of Independence, students work in groups to analyze one of the various declarations of independence produced by U.S. states (Texas, South Carolina) or other countries (Venezuela, Vietnam, Czechoslovakia, Liberia). These can all easily be found online. Then, in a class discussion, the students examine the significance of the Declaration by comparing it to the other declarations of independence.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	Henretta, Edwards, and Self, Chapter 6 <b>Web</b> Paine, <i>The American Crisis</i>	<b>Instructional Activity:</b> Before class, students complete an activity analyzing the advantages experienced by each side in the American Revolution. Class begins with a document-prompt activity on <i>The American Crisis</i> . Next, students analyze why the patriots won the Revolution by whiteboarding in groups and presenting to the class their summary of the environmental, military, political, diplomatic, and ideological reasons for the patriot victory. (Each group must mention a specific person and a specific battle or event in their response.)
Interpretation	Ferling, <i>Almost a Miracle</i>	<b>Formative Assessment:</b> Students write a response to a short-answer question that involves evaluating a passage by John Ferling on why the rebels won.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation	Henretta, Edwards, and Self, Chapters 6 and 8	<b>Instructional Activity:</b> Working in groups, students complete a whiteboarding exercise in which they analyze the effects of democratic and republican ideals on American identity, politics, and society. In the exercise, they compare the Pennsylvania and Massachusetts state constitutions as well as changes affecting women, loyalists, and slavery. Students then present their findings to the class.

I review student responses with the whole group at the beginning of the next class, focusing on accurate historical reasoning about the issue. If needed, I provide direct individual feedback during the group work time in the next class period as well.

**Essential Questions:**

▼ How did democratic and republican values and competing conceptions of national identity affect the development and success of the Articles of Confederation? How did these factors affect the development and ratification of the Constitution?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation	Henretta, Edwards, and Self, Chapter 6 <b>Video</b> “Episode Six: Are We to Be a Nation?”	<b>Instructional Activity:</b> Students read the Articles of Confederation, creating a graphic organizer that highlights the issue of the Articles’ effectiveness. In a guided discussion, students then discuss key points about the Articles. The class concludes with students taking notes on one section of “Are We to Be a Nation?” from the PBS series <i>Liberty!</i>
Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		<b>Instructional Activity:</b> Working in groups, students continue evaluating the Articles of Confederation by outlining an answer to a DBQ about them. The class concludes with students taking notes on another section of “Are We to Be a Nation?”
Historical Argumentation, Appropriate Use of Relevant Historical Evidence		<b>Formative Assessment:</b> Students write a thesis statement and topic sentences based on the DBQ outline they created in the previous activity. This activity is the next step in the scaffolding of the skills necessary for writing a DBQ.
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 6 <b>Web</b> “A Little Rebellion Now and Then Is a Good Thing: A Letter from Thomas Jefferson to James Madison”  “The Making of the Constitution: George Washington to James Madison, 5 November 1786”	<b>Instructional Activity:</b> Class begins with a document-prompt activity in which students read and compare the assessments of the Constitutional Convention offered by Thomas Jefferson and George Washington. Next, after listening to a lecture on the events that led to the Convention, students examine primary sources and draw on them to discuss the compromises made at the Convention.  <b>Formative Assessment:</b> Working in groups, students use copies of the Constitution and Bill of Rights to answer questions about the structure and powers of the newly formed federal government. After a whole-group discussion, students complete a written activity in which they explain the connection between different articles of the Constitution and relevant social and political causes and contexts.

*After assessing students’ responses and providing direct feedback to particular students, I use direct instruction to emphasize important characteristics of the best outlines, theses, and topic sentences. The responses also help me decide whether to repeat this exercise before the students write a complete DBQ essay.*

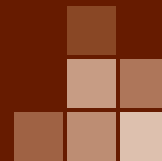
*At the beginning of the next class, we discuss the skill of contextualization and review students’ responses, with special emphasis on any areas of weakness that I identify in the responses. I also provide individual feedback to students regarding their responses.*

**Essential Questions:** ▼ How and why did the first major party system develop in the early Republic? ▼ What were Alexander Hamilton and Thomas Jefferson’s competing conceptions of national identity, foreign policy, and the future of America?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation	Henretta, Edwards, and Self, Chapter 7	<p><b>Instructional Activity:</b> For a multiday set of role-playing activities, students are divided into two groups, “Liberty” and “Order.” On the first day, the Federalists (Order) debate the Anti-Federalists (Liberty) on whether the Constitution should be ratified. On the second day, the Democratic-Republicans (Liberty) debate the Federalists (Order) on how to solve the economic crisis facing the new nation. On the third day, the Democratic-Republicans debate the Federalists on how best to solve the foreign policy issues facing the new nation. On the fourth day, the Democratic-Republicans debate the Federalists on the Election of 1800. In the course of each day’s debate, students complete a graphic organizer summarizing each set of positions.</p> <p><b>Formative Assessment:</b> After each day’s debate concludes, we hold a fact-check session to explore how the issues raised played out in American history and to assess student understanding of the key concepts. At the end of the final day, students individually use their graphic organizer notes to construct a brief outline comparing and contrasting the main arguments on the Constitution in the period 1787–1800.</p>
		<p><b>Instructional Activity:</b> Unit Review: After reviewing the main points of the debate activity and addressing student misconceptions about change over time, I briefly review the structure of the summative assessment and explain how students should review the thematic learning objectives and essential questions to prepare for the assessment. I also guide students’ review by giving them three possible essay questions, one of which will appear on the assessment.</p>

*This is the first of many role-playing simulations in this course. I present the rubric for the activity to the students ahead of time and review it to explain what students need to do to be successful in these activities.*

*I assess students’ outlines and provide individual feedback. Student understandings of change over time revealed in the outlines are discussed in the next activity, the unit review.*



## Unit 3: Unit-Level Summative Assessment

The Unit 3 Summative Assessment takes two class periods to complete.

Day 1, Long-Essay Question: The assessment features one long essay, on one of the questions that students received in advance of the assessment. Possible essay questions are:

- Why did the colonists rebel against Britain?
- How did debates over the Articles of Confederation and the Constitution reflect democratic and republican values and competing conceptions of national identity?
- How did the development of the first major party system reflect democratic and republican values and competing conceptions of national identity?

Day 2, Multiple-Choice and Short-Answer Questions: Students respond to 30 multiple-choice questions, organized into sets based on sources as on the AP Exam. Each set focuses on one of the essential questions given here. Some of the sources in the question sets will be familiar to the students, and some will be new. Students answer the short-answer question on American identity from the *AP United States History Curriculum Framework* (page 81, question 2).

### Essential questions addressed:

- How did democratic and republican ideals and emerging conceptions of American identity lead to the Declaration of Independence and the development of American political institutions?
- Why did the rebels win the war for independence?
- How did democratic and republican values and competing conceptions of national identity affect the development and success of the Articles of Confederation? How did these factors affect the development and ratification of the Constitution?
- How and why did the first major party system develop in the early Republic?

**Essential Questions:**

▼ To what extent did Thomas Jefferson’s presidency shape conceptions of national identity as expressed in the development of political institutions and cultural values? ▼ How did the debates over national identity affect U.S. expansionism and relations with foreign powers and Native Americans? ▼ How did westward migration lead to political and social conflicts (both domestically and with foreign powers and Native Americans), and how did it affect the Native Americans?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 7  <b>Web</b> “Thomas Jefferson’s First Inaugural Address”  Political cartoon against the Embargo Act of 1807	<b>Instructional Activity:</b> I begin by introducing the key themes of the unit in a lecture. Students then work as a whole group to analyze Thomas Jefferson’s presidency and character by reading a series of documents including excerpts from his First Inaugural Address, information about Sally Hemings, and a cartoon on the Embargo Act. Finally, working with a partner, students create a T-chart analyzing the arguments in support of or against Thomas Jefferson.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 7	<b>Instructional Activity:</b> After reading the textbook chapter, students compare Native American leaders (including Sequoyah, Tecumseh, and Osceola) and their responses to American expansion. Students then analyze the Louisiana Purchase through discussion during a guided lecture on topics such as the Haitian Revolution, the debates over the constitutionality of the purchase, and the consequences for Native Americans and slaves.



**Essential Questions:**

▼ How were competing conceptions of national and regional identity expressed in the development of political institutions and cultural values after the War of 1812? ▼ How did geography and developments in transportation affect migration, the economy, and the development of different regions of North America?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation	Henretta, Edwards, and Self, Chapter 8  <b>Web</b> “James Madison, War Message to Congress, June 1, 1812”	<b>Instructional Activity:</b> In a guided discussion, students read Madison’s War Message and analyze it to better understand their textbook reading on the causes, course, and consequences of the War of 1812. Then, working in groups, students evaluate the war’s consequences and subsequent events by determining whether each increased national identity or regional identity. Topics for analysis include the Marshall Court, expansion, the Hudson River school, the beginnings of the Industrial Revolution, the Missouri Compromise, westward migration, and the Second Great Awakening.  <b>Formative Assessment:</b> Students write a response to a short-answer question on changes to American national identity during this era.
Historical Causation, Patterns of Continuity and Change over Time, Contextualization	Henretta, Edwards, and Self, Chapter 8	<b>Instructional Activity:</b> Working individually, students create a map of expansion and sectionalism. Using a large map of the United States, they label areas of American expansion, the borders between free and slave states (including the Missouri Compromise), and the key stages of the early transportation revolution (such as the Wilderness Road, the National Road, the Erie Canal, and the Baltimore and Ohio Railroad). During the activity, students also take notes on the early transportation revolution.

*I review the responses, provide feedback individually to students, and reteach as necessary during the introduction to the Jacksonian-era leadership activity in Module 4 of this unit.*

**Essential Questions:** ▼ What were the most important factors that led to the Industrial Revolution and the market revolution? ▼ How did the Industrial Revolution shape labor systems, society, and workers' lives?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 9	<b>Instructional Activity:</b> Students participate in a guided discussion focusing on the factors that led to the Industrial Revolution and the market revolution. Then, working in groups, students try to group the sixteen or so factors into analytical categories for an essay. We then have a discussion in which each group presents its categories and we compare and evaluate them.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 9 <b>Web</b> Robinson, "The Characteristics of the Early Factory Girls"	<b>Instructional Activity:</b> In a class discussion, students begin by reading and analyzing Harriet Robinson's account of life in the Lowell mills. Next, to evaluate the consequences of the Industrial Revolution, students work in groups to find and analyze secondary sources that focus on the experience of the workers. Students conclude by completing a matching activity on the key people in the Industrial Revolution and the market revolution.

**Essential Questions:** ▼ How did democratic and republican values and competing conceptions of national identity affect political debates, the development of the second-party system, and the formation of regional identities?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 10 Howe, <i>What Hath God Wrought</i> Remini, <i>The Jacksonian Era</i> Watson, <i>Andrew Jackson vs. Henry Clay</i> Wilentz, <i>Andrew Jackson</i>	<p><b>Instructional Activity:</b> Students participate in a four-day role-playing activity on the political issues of the Jacksonian era. Six students represent the key leaders of the era; the other students represent voting blocs in the time period. Students spend the first two days of the activity conducting research in the library to prepare for a series of debates on political issues of the era. Teacher-provided secondary sources on the period are also used.</p> <p><b>Formative Assessment:</b> On the third and fourth days of the role-playing activity, students engage in series of debates. Each debate begins with presentations by students representing the leaders; presentations are followed by open debate and then a vote. Voting blocs support their votes with written explanations. Students begin on the third day by debating the rights and responsibilities of individual citizens. They then debate federal power and the relationship between the federal government and the states (specific topics include the nullification crisis, Indian removal, and slavery). On the final day, students debate federal power and the authority of the different branches of the federal government (specific topics include Jackson's Bank veto, Indian removal, and the Panic of 1837). The class concludes with a whole-group discussion on the period.</p>

*The leaders are evaluated on their speeches: Do they address all of the issues? Are their arguments historically accurate? The voting blocs are evaluated by the quality and frequency of their participation in the open-debate phase and by the accuracy and level of supporting detail in their written explanations of their votes. All students receive individual evaluations; misunderstandings of the Jacksonian era are addressed in the concluding discussion and in the beginning of the next module.*

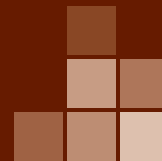
**Essential Questions:**

▼ How did enslaved African Americans develop a sense of group identity and resist the institution of slavery? ▼ How did economic, political, social, and ethnic factors shape the formation of a Southern identity? ▼ How did reformers use (a) conceptions of national identity, (b) democratic ideals, and (c) philosophical, moral, and scientific ideas to challenge the dominant economic and social order? How successful were these reform movements?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 12 “Hog-Killing Time”	<b>Instructional Activity:</b> Before class, students’ homework focuses on the issue of how Southern identity was formed. In class, students read “Hog Killing Time” and respond to the text in a whole-class discussion. They then work through several primary sources (including songs) to analyze how enslaved African Americans created communities and developed various strategies to resist the institution of slavery. In a lecture-discussion format, students discuss the historiography of the institution of slavery and consider the impact of slavery as well as economic, political, social, and ethnic factors on Southern identity.
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	Documents found in White, Bay, and Martin, <i>Freedom on My Mind</i>	<b>Formative Assessment:</b> Students write their first complete DBQ response, in answer to the following question: <i>How did enslaved African Americans develop a sense of group identity and resist the institution of slavery?</i> The students are given the question the night before but not the documents. This DBQ uses only four documents so that students have enough time to write their essay in the class period.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 11 <b>Web</b> “The Declaration of Sentiments, Seneca Falls Conference, 1848”	<b>Instructional Activity:</b> In a whole-group discussion, students review the Second Great Awakening and its effects, comparing it to transcendentalism and evaluating the importance of both as causes of the reform movements of the early 19th century. They then work in groups to analyze the demands made in the Seneca Falls Declaration of Sentiments and decide which demands are still valid today, concluding with a whole-group discussion.
Historical Comparison, Contextualization	Henretta, Edwards, and Self, Chapter 11	<b>Instructional Activity:</b> Each student creates a poster about a reformer, addressing the reformer’s biographical information, criticisms of society, methods, degree of success, and impact. The posters are grouped by reform area and students use the posters to take notes on each reform area. Reform areas include the Second Great Awakening, transcendentalism, abolition, temperance, education, women’s rights, penal reform, utopian communities, and nutrition. The students then vote for the most creative and informative projects. As an exit ticket, students complete a matching activity on the key reformers.

Essays are marked against the AP U.S. History Exam DBQ rubric and students are given individual feedback on how well they addressed each aspect of the question. Before beginning the next activity, the class discusses the components of a successful DBQ answer and the specific historical thinking skills that were involved in responding to this DBQ question.

I assess students on presentational aspects of their posters (creative, interesting, colorful, clear) and for succinct yet complete coverage of the required topics.



## Unit 4: Unit-Level Summative Assessment:

The unit-level assessment has 15 multiple-choice questions, organized into sets based on sources as on the AP Exam. Each set focuses on one of the essential questions given here. In this assessment, all of the documents in the sets will be new to the students.

The assessment also features one long essay, on one of three topics that students are given in advance to guide their review. The possible essay topics include the following:

- What were the political and social effects of westward migration in the early 19th century?
- How did democratic and republican values and competing conceptions of national identity affect the political debates of the second-party system?
- Compare and contrast the economic and social effects of the labor systems of the Industrial Revolution and slavery.

The Unit 4 Summative Assessment takes one class period to complete.

### Essential questions addressed:

- How did westward migration lead to political and social conflicts (both domestically and with foreign powers and Native Americans), and how did it affect the Native Americans?
- How were competing conceptions of national and regional identity expressed in the development of political institutions and cultural values after the War of 1812?
- How did the Industrial Revolution shape labor systems, society, and workers' lives?
- How did democratic and republican values and competing conceptions of national identity affect political debates, the development of the second-party system, and the formation of regional identities?
- How did enslaved African Americans develop a sense of group identity and resist the institution of slavery?

**Essential Questions:**

▼ Why did Irish and German migrants come to the United States? How did their migration affect labor issues and lead to conflicts over assimilation and distinctiveness? ▼ What were the political, economic, and cultural motives behind Manifest Destiny and westward migration? ▼ How did Manifest Destiny and westward migration shape both American national identity and group identities in the West?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison	Henretta, Edwards, and Self, Chapter 13 Greenberg, <i>Manifest Destiny and American Territorial Expansion</i> <b>Web</b> Gast, <i>American Progress</i>	<b>Instructional Activity:</b> Students take notes during a guided discussion introducing the unit and discussing the key themes of the 1840s, including immigration and nativism. The guided discussion includes an analysis of John Gast's painting <i>American Progress</i> . Students then work individually to complete the map of American expansion that they began in Unit 4.
Historical Causation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 13 <b>Video</b> "Episode Two: Empire Upon the Trails"	<b>Instructional Activity:</b> Students take notes while viewing the second episode of PBS's <i>The West</i> ; this episode focuses on the reasons Americans moved West. As the students discuss questions about the video, I reteach as needed, based on any areas of confusion identified by students' responses.
Historical Causation, Comparison, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 13 Rivera, "Recovering the West," p. 117	<b>Instructional Activity:</b> Students read and discuss a primary source on Californios (from Rivera) in a whole-group discussion. They then work in small groups to review the effects of expansion on Californios, Tejanos, Native Americans, Asians, African Americans, Irish Americans, and white migrants, considering questions of identity, citizenship, and rights. Each small group is assigned a specific population to study. The discussion concludes with brief group presentations on each population studied.

**Essential Questions:**

▼ What were the major aspects of domestic debates over U.S. expansionism? How did these debates shape the formation of regional identities? ▼ How did conceptions of national and regional identity and of democratic ideals shape the debates over expansion and slavery? ▼ What role did the following factors play in bringing about the Civil War: political realignment, differing political values, actions taken by abolitionists, arguments over economic policies, debates about interpretation of the Constitution, environmental factors, and migration to the U.S. and to the West?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 13	<b>Instructional Activity:</b> Students participate in a three-day role-playing debate about the events leading to the Civil War. Each student represents a senator from a different state and comes to class each day with a position statement on that day's issues, based on Internet research. At the beginning of class, students meet by region (Northeast, Upper South, Old Northwest, Deep South, and West) to prepare a group statement on each issue. The class then debates these different points of view. The topics for the three days are divided chronologically as follows: 1846–1851, 1852–1856, and 1857–1861. At the end of each class, I evaluate the day's discussion and reteach to address any areas of confusion identified during the discussions. Students are assessed on their position statements and participation.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 13 <b>Web</b> “Confederate States of America – Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union”	<b>Instructional Activity:</b> In a whole-group discussion, students read the South Carolina Declaration of Independence (“Declaration of the Immediate Causes...”). They then work in small groups, examining secondary sources showing how the historiography on the causes of the Civil War has shifted. We conclude with a whole-group discussion of what caused the Civil War: slavery, states' rights, or something else.
Historical Causation		<b>Instructional Activity:</b> Students answer a short constructed-response question evaluating the relative importance of the following factors in bringing about the Civil War: conceptions of national and regional identity, political realignment, differing political values, actions taken by abolitionists, arguments over economic policies, debates about interpretation of the Constitution, environmental factors, and migration to the U.S. and to the West. Students rank their top three factors and then the class discusses the responses, giving me a chance to check for understanding. Then, with partners, students rank the three specific events that they believe were most important in bringing about the war.

*In addition to helping students hone historical thinking skills, this activity promotes the development of key 21st-century skills including critical thinking, collaboration, and communication.*

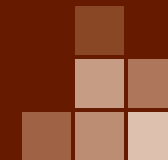
**Essential Questions:**

▼ Why did the North win the Civil War? Consider political, economic, military, environmental, and diplomatic factors. ▼ How did the Civil War shape conceptions of national, group, and regional identity? ▼ How did the Civil War change the United States?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 14	<b>Instructional Activity:</b> In small groups, students compare statistics from the textbook and analyze them to identify the advantages experienced by each side at the beginning of the war. We then engage in a guided discussion on the grand strategies employed by each side. Students individually complete a map of the United States in 1861 to illustrate these points. We conclude by examining different interpretations of why the North won. Students are also assigned a turning point from the war to research.
Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 14 McPherson, <i>For Cause and Comrades</i>	<b>Instructional Activity:</b> Students read and discuss a passage by James McPherson about soldiers' motivations during the war; then they analyze song lyrics and excerpts from letters to develop a sense of why the soldiers on both sides fought. Documents used include those relating to African American and Irish American soldiers. Students then individually analyze images of Civil War soldiers using photographs by Mathew Brady and Alexander Gardner and drawings and paintings by Winslow Homer.
	<b>Web</b> Homer, <i>Prisoners from the Front</i> , 1866	<b>Formative Assessment:</b> Students view Winslow Homer's <i>Prisoners from the Front</i> . They then use a sketch of the painting to create dialogues in the style of editorial cartoons, demonstrating why both Union and Confederate soldiers are fighting.
Historical Causation, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 14 McPherson, <i>Battle Cry of Freedom</i> <b>Web</b> "Abe Lincoln's Last Card; or, Rouge et Noir"	<b>Instructional Activity:</b> Students begin with a document-prompt activity analyzing the cartoon "Abe Lincoln's Last Card." Working in groups, students next examine excerpts from articles, letters, and speeches to analyze Abraham Lincoln's views on slavery. The groups also analyze the debates about the Constitution and political values that occurred during the Civil War. We then hold a class discussion and examine when and how slavery ended. Students conclude by writing a paragraph assessing how debates during the Civil War shaped conceptions of national identity and citizenship.

*I review these dialogues for understanding of the causes of the war. I identify any shared misconceptions or areas of weakness in the class as a whole, and I discuss these with the whole group at the start of the next lesson.*



**Essential Questions:**

▼ Why did the North win the Civil War? Consider political, economic, military, environmental, and diplomatic factors. ▼ How did the Civil War shape conceptions of national, group, and regional identity? ▼ How did the Civil War change the United States?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 14	<b>Instructional Activity:</b> Working in groups, students whiteboard the key details of an assigned major turning point and the reasons why it can be considered a turning point. The seven turning points explored by the groups in this activity are the border states, Manassas, the Trent Affair (and the Monitor), Antietam, Emancipation, Gettysburg and Vicksburg, and Atlanta and the Election of 1864. After the whiteboard activity, group representatives (one from each group) rank the turning points in order of significance by creating a “human spectrum”—that is, they organize themselves in a line that represents the ranking. The other students then question and comment on the ranking.
Historical Causation, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 14 <b>Video</b> “Episode Eight: War Is All Hell”	<b>Instructional Activity:</b> After watching a segment on William Tecumseh Sherman’s March to the Sea from Ken Burns’s <i>The Civil War</i> , students discuss issues related to questions of morality and warfare by examining sources on Nathan Bedford Forrest, Henry Wirz, Philip Sheridan, and Sherman. They also analyze the role of total war in the Union victory.
Historical Causation		<b>Formative Assessment:</b> Students respond to the following short-answer prompt: <i>Of the following kinds of factors, choose which had the greatest influence on the Union winning the Civil War: political, economic, military, environmental, or diplomatic. Explain your answer, supporting your choice with specific evidence. Then pick one other choice from the list, and explain why it played a less important role than your choice.</i>

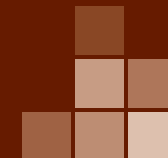
*I review students’ answers with an eye toward seeing which kinds of factors are chosen most often. In addition to providing direct feedback to individual students, I take time at the beginning of the next lesson to review the arguments for each of the kinds of factors, focusing on the less popular choices and reteaching concepts if necessary.*

**Essential Questions:**

▼ How did Reconstruction shape conceptions of national and regional identity? ▼ How did arguments over the meaning and interpretation of the Constitution shape Reconstruction? ▼ What role did economic, political, social, and ethnic factors play in the formation of regional and group identities during Reconstruction? ▼ How did debates over political values (such as democracy, freedom, and citizenship) contribute to ideological clashes during Reconstruction?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 15 <b>Web</b> “Abraham Lincoln, Second Inaugural Address”	<b>Instructional Activity:</b> In a guided discussion, students analyze the problems facing the country at the end of the Civil War and propose possible solutions. They then analyze Abraham Lincoln’s Second Inaugural Address and discuss Lincoln’s plans for Reconstruction, his assassination, and Andrew Johnson’s implementation of Reconstruction.
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 15 <b>Web</b> “Mississippi Black Code”	<b>Instructional Activity:</b> In a guided discussion, students analyze the course of Reconstruction and the debates over national identity, the Constitution, and political values that took place at this time. Students examine political cartoons as a whole group and then read and discuss the 13th, 14th, and 15th Amendments and the Mississippi Black Code, as well as secondary sources on other states’ codes.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 15 <b>Web</b> “The Union as it was/The Lost Cause, Worse than Slavery”	<b>Instructional Activity:</b> Students begin by analyzing the Thomas Nast cartoon “Worse than Slavery” and its argument about the need for Reconstruction. In a guided discussion we explore white Southern efforts to achieve redemption, the results of the Election of 1876, the end of Reconstruction, and the Lost Cause. Students conclude by reading and evaluating sources on the historiography of Reconstruction.
Patterns of Continuity and Change over Time, Periodization		<b>Formative Assessment:</b> Students respond to the following short-answer prompt: <i>If the Civil War can be said to have spanned the period between 1850 and 1877, then which side (North or South) achieved its goals? Identify each side’s goals and cite specific evidence to support your choice.</i>
Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Synthesis	Henretta, Edwards, and Self, Chapter 15 <b>Web</b> <i>AP United States History Document-Based Questions, 1973–1999</i>	<b>Instructional Activity:</b> Students individually write responses to the 1996 AP U.S. History Exam’s DBQ on Reconstruction: <i>In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?</i>

*I review students’ responses for understandings of the large-scale effects of the war, and I provide feedback to students in written comments. I then use direct instruction to review these effects again during the semester exam review.*


**Essential Questions:**

▼ How did Reconstruction shape conceptions of national and regional identity? ▼ How did arguments over the meaning and interpretation of the Constitution shape Reconstruction? ▼ What role did economic, political, social, and ethnic factors play in the formation of regional and group identities during Reconstruction? ▼ How did debates over political values (such as democracy, freedom, and citizenship) contribute to ideological clashes during Reconstruction?

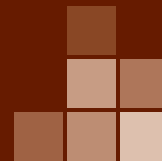
Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		<b>Instructional Activity:</b> Working in groups, students review the content of the course up to this point by outlining several thematic learning objectives from each of the seven themes and connecting them to events, individuals, and patterns from Units 1–5. We review their outlines the day before the exam. This activity takes one to two days.

## Unit 5: Unit-Level Summative Assessment

The Reconstruction DBQ (see above) serves as the summative assessment for this unit. The rest of the content for this unit will be assessed on the semester exam.

### Essential questions addressed:

- How did the Civil War change the United States?
- How did arguments over the meaning and interpretation of the Constitution shape Reconstruction?
- How did debates over political values (such as democracy, freedom, and citizenship) contribute to ideological clashes during Reconstruction?



## Units 1–5: Semester Exam

The semester exam is a 2-hour summative assessment (taken during one day) of the first five units. Because the students will have recently written a DBQ essay for the Unit 5 summative assessment, this assessment attempts to simulate the other parts of the AP Exam. The exam consists of three sections:

Section 1, Multiple-Choice Questions (approximately 35 minutes): 35–40 questions organized into sets based on sources, as on the AP Exam. There will be more multiple-choice questions about Unit 5 than about the other units because this material was not assessed with multiple-choice questions in the Unit 5 summative assessment. Students return the multiple-choice part of the exam to the proctor before they move on to the next section of the exam.

Section 2, Short-Answer Questions (approximately 50 minutes): Four short-answer questions.

Section 3, Long-Essay Question (approximately 35 minutes): Students choose between one of two long-essay questions, both of which require students to write across two time periods.

**Essential Questions:**

▼ How did the building and completion of the Transcontinental Railroad affect migration, the growth of regional and ethnic identities, the economy, the environment, and the Native Americans? ▼ How effective were the strategies developed by the government, reformers, and the Native Americans themselves to shape the role of Native Americans in American society? ▼ How did migration to the West and debates over political values shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?

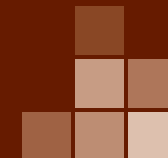
Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Contextualization	Henretta, Edwards, and Self, Chapter 16 <b>Video</b> “Episode Five: The Grandest Enterprise Under God”	<b>Instructional Activity:</b> I introduce students to the themes of the Gilded Age as embodied by the Transcontinental Railroad. Students take notes on a video about the building of the Transcontinental Railroad. I then discuss students’ answers to the questions posed during the video and clarify any areas of confusion.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 16 <b>Web</b> “Letter from Uriah W. Oblinger to Mattie V. Oblinger and Ella Oblinger, March 9, 1873”	<b>Instructional Activity:</b> After a document-prompt activity in which students analyze a letter from Uriah Oblinger, in which he describes life on the plains, students work in small groups to whiteboard and present the different frontiers in the New West (such as Yellowstone) and developments in the West (such as the emergence of the cattle industry, and the arrival and growth of various populations including miners, homesteaders, women, and Chinese immigrants).
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 16 <b>Video</b> “Episode Six: Fight No More Forever” and “Episode Eight: Ghost Dance”	<b>Instructional Activity:</b> Students take notes on video excerpts about Sitting Bull and Custer, from PBS’s <i>The West</i> . Afterward, I discuss students’ answers to the questions posed in the video and clarify any areas of confusion. The lesson continues with a guided discussion of Sitting Bull, Custer, Little Bighorn, the Oklahoma Land Rush, the Dawes Act, Wounded Knee, and mining in Butte, Montana.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 16	<b>Instructional Activity:</b> In a guided discussion, students review government policies toward Native Americans and strategies employed by Native Americans to try to preserve their land and culture (including peaceful cooperation, armed resistance, armed flight, assimilation, and the Ghost Dance movement). Working with a partner, students connect these strategies to events, people, and strategies studied previously in the course. The lesson concludes with the completion of a matching activity on people and terms of the New West.

**Essential Questions:**

▼ What factors led to industrial growth after the Civil War? ▼ How did changes in transportation and technology, along with the integration of the U.S. economy into worldwide economic, labor, and migration systems, influence U.S. society? ▼ How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order? ▼ How and why did new labor systems develop, and how did industrialization shape U.S. society and workers' lives?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 17	<b>Instructional Activity:</b> In a guided discussion, students analyze the factors that led to the growth of industry in the Gilded Age. The discussion includes an examination of the case studies of Andrew Carnegie, John D. Rockefeller, J.P. Morgan, and James Buchanan Duke. Working with a partner, students create a T-chart evaluating these industrialists as captains of industry or robber barons. I review the charts and clarify any areas of confusion at the beginning of the next class.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 17 <b>Web</b> "Andrew Carnegie: The Gospel of Wealth, 1889"	<b>Instructional Activity:</b> In a document-prompt activity, students explore Andrew Carnegie's article describing the idea of the gospel of wealth. Next, in a class discussion, students use documents and cartoons to examine philosophical, moral, and scientific ideas that were used to defend the dominant economic and social order. Then, working in small groups, students examine excerpts from an early Sears catalog, along with images of a 19th-century department store, in order to assess the growth and effects of the new consumer culture.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 17 Gabaccia et al., <i>Freedom to Move</i> <b>Web</b> Sinke, "Crossing National Borders" "Ellis Island"	<b>Instructional Activity:</b> Working in groups, students use primary source documents (from Gabaccia's <i>Freedom to Move</i> ) — as well as a historical chronology, images, charts, and statistics — to analyze immigration patterns in the 19th century. Students focus on changes in the numbers of migrants and their countries of origin, and they examine how this migration altered the ethnic and social makeup of the U.S. population and caused conflict over labor issues, assimilation, and distinctiveness.
Contextualization		<b>Instructional Activity:</b> Over several nights of homework, students write a historical fiction account of an immigrant. The account should cover the major themes of migration in this time period. Students are encouraged to use part of their family history as the basis for their story (and the parameters of the assignment can be adjusted based on a student's family history). This assignment serves as the students' vehicle for showing their understanding of migration-related themes.

This kind of group activity is designed to be similar to a DBQ in that it requires students to analyze and organize information according to a prompt.



**Essential Questions:**

▼ What factors led to industrial growth after the Civil War? ▼ How did changes in transportation and technology, along with the integration of the U.S. economy into worldwide economic, labor, and migration systems, influence U.S. society? ▼ How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order? ▼ How and why did new labor systems develop, and how did industrialization shape U.S. society and workers’ lives?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 17  <b>Web</b> “Preamble to the IWW Constitution”	<b>Instructional Activity:</b> In a guided discussion, students analyze how and why a new labor system developed, as well as how and why industrialization shaped U.S. society and workers’ lives. They then compare the goals, beliefs, and strategies of the Knights of Labor, the America Federation of Labor, and the International Workers of the World (IWW), focusing most specifically on the preamble to the IWW’s constitution.
Historical Causation		<b>Formative Assessment:</b> Students write a response to the following short-answer prompt: <i>How did labor unions explicitly challenge the philosophies that were used to defend the existing social and economic order? Cite at least two different philosophies in your answer.</i>

*Students’ responses are evaluated based on the understanding of the connection between the rise of labor unions and prevailing social conflicts. I discuss the responses with the class and address problem areas through direct instruction.*

**Essential Questions:**

▼ What were the causes and effects of major internal migration patterns such as urbanization? ▼ How did migration to and within the United States shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness? ▼ How did industrialization and urbanization shape U.S. society and workers' lives? ▼ How did migration affect urban life, cultural developments, cultural diversity and blending, and reform movements?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 19	<p><b>Instructional Activity:</b> Working in groups and using maps, charts, and images, students analyze the rise of cities in the Gilded Age. With a partner, students create a T-chart of benefits and problems of the new metropolis. The class reviews these problems in a whole-group discussion, giving me the opportunity to address any areas of confusion.</p> <p><b>Instructional Activity:</b> Students whiteboard various efforts and individuals (such as settlement houses, Jacob Riis, political machines, and the City Beautiful Movement) involved in trying to solve the problems in the cities. With a partner, students grade the success of each reform effort or individual. The class reviews these grades in a whole-group discussion.</p>



**Essential Questions:**

▼ What economic, political, social, and ethnic factors led to the formation of the New South? ▼ How did the new labor system in the New South develop? How did this system affect workers' lives? ▼ What were significant similarities and differences among reformers who advocated changes to the economic, political, and social system of the New South? How do their beliefs, strategies, and level of success compare?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 20 Dunbar, "We Wear The Mask" and "Sympathy" <b>Web</b> "Henry Grady Sells the 'New South'"	<b>Instructional Activity:</b> In a guided discussion, students are introduced to the themes of the New South through reading poems by Paul Laurence Dunbar, part of a speech by Henry Grady, and news reports of the Wilmington Race Riots. Students then work in jigsaw groups to analyze the history of Charlotte in the late 19th-century and the biographies of four key Charlotteans.
Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 20	<b>Instructional Activity:</b> As a homework assignment, students read primary sources written by African American leaders including Booker T. Washington, W.E.B. Du Bois, Ida B. Wells-Barnett, and Henry McNeal Turner. The next day in class, students present on the strategies these leaders proposed for improving the situation of African Americans in the United States.
Historical Comparison, Contextualization		<b>Formative Assessment:</b> Working in groups, students write paragraphs connecting each African American leader studied in the preceding activity to previous reformers, to Native American leaders and reform strategies in this time period, and to post–World War II activists. The class reviews these paragraphs in a whole-group discussion

*The discussion gives me the opportunity to provide direct instruction to address any areas of confusion.*

**Essential Questions:**

▼ How did cultural values and artistic expression change in the United States in response to the Civil War and postwar industrialization? ▼ How did culture and the arts influence movements for social and political change? ▼ What was the impact of industrialization on popular beliefs about progress and the national destiny of the United States?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization	Henretta, Edwards, and Self, Chapter 18	<b>Instructional Activity:</b> Students whiteboard and present key aspects of culture in the Gilded Age, including education, sports, the outdoors, women in the public sphere, science, modernism, and religion.
Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 18 Hughes, <i>American Visions</i>	<b>Instructional Activity:</b> Students read two different interpretations of art in the Gilded Age, excerpted from Hughes. They then create and bring to class a poster on a Gilded Age painter, sculptor, photographer, or architect. Each poster must include three to five images, information about the artist, a discussion of the artist's influences and influence, and an analysis of how the artist's work shows the themes of the Gilded Age. Students present their posters and take notes on their classmates' presentations.
Appropriate Use of Relevant Historical Evidence, Interpretation		<b>Formative Assessment:</b> Students review the interpretations of Gilded Age art and the posters from the previous activity. From the works of art on the posters, they select the two that they think best represent the Gilded Age and write a paragraph analyzing those works.

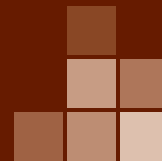
*I evaluate the paragraphs for plausible arguments about culture in the Gilded Age. In addition to giving direct feedback to students, I describe the kinds of responses received as the introduction to the lesson on the era's politics.*

**Essential Questions:**

▼ What were the strategies that different groups developed for addressing the problems of the Gilded Age? ▼ What were the Populists' beliefs and strategies for addressing the problems of the Gilded Age? ▼ How did each party's platform in 1896 address issues such as market capitalism, the use of natural resources, the growth of corporate power, government economic policies, and the national destiny of the United States?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 20 Seeger, "The Farmer is the Man" and "A Hayseed Like Me" Rauchway, <i>Murdering McKinley</i>	<b>Instructional Activity:</b> In a guided discussion, students explore the themes, problems, and politics of the Gilded Age. After viewing cartoons characterizing the period, the class works in small groups to grade several of the Gilded Age presidents. Students also take notes on a chronology of the early 1890s to set up the discussion of the election of 1896. Finally, in groups, students use a variety of sources, including songs, to analyze the origins and ideas of the Populist Party.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 20	<b>Instructional Activity:</b> Students are divided into groups representing Democrats, Populists, and Republicans. Each group presents its platform, in which it must identify the major problems facing the county, present its solutions to these problems, and critique its opponents' ideas. The presentations can include songs, videos, posters, speeches, and pamphlets. Each group gets an opportunity to rebut the other parties' arguments.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		<b>Instructional Activity:</b> I briefly review the structure of the summative assessment and explain how the students should review the thematic learning objectives to prepare for the assessment. In a whole-group discussion, students try to surmise from brief (one-sentence) descriptions how different fictional people might have voted in the Election of 1896. For each fictional voter, a different student leads the discussion, starting out by sharing his or her opinion about what the voter's choice would be and why. In discussing the characteristics of each fictional person (some of whom are based on historical people), we review key concepts from the unit.

*Student responses that indicate a poor understanding of voting patterns and preferences are an opportunity for me to provide individual feedback to students and also to provide direct instruction to the class on key topics.*



## Unit 6: Unit-Level Summative Assessment

This assessment has 15 multiple-choice questions, organized into sets based on various sources as on the AP exam. Each set focuses on one of the essential questions given here. All of the sources in the question sets will be new to the students.

The assessment also features one long essay, on one of three topics that students are given in advance to guide their review. Possible essay topics include the following:

- How did the economic and social changes of the Gilded Age shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?
- Compare the beliefs, strategies, and success of reformers advocating changes to the economic, political, and social system of the New South.
- Evaluate the strategies and ideas used to defend and challenge the dominant economic and social order of the Gilded Age.

The Unit 6 Summative Assessment takes one class period to complete.

### Essential questions addressed:

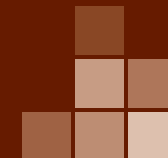
- How did migration to the West and debates over political values shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?
- How did changes in transportation and technology, along with the integration of the U.S. economy into worldwide economic, labor, and migration systems, influence U.S. society?
- How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order?
- How and why did new labor systems develop, and how did industrialization shape U.S. society and workers' lives?
- What were significant similarities and differences among reformers who advocated changes to the economic, political, and social system of the New South? How do their beliefs, strategies, and level of success compare?
- What were the strategies that different groups developed for addressing the problems of the Gilded Age?

**Essential Questions:**

▼ How did changes in both class identity and gender roles relate to the economic, political, and social transformations of the Progressive Era? ▼ How and why did the Progressives seek to change the role of the local, state, and federal government in the nation’s political, social, economic, and environmental affairs? To what extent were the Progressives successful?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 20  <b>Video</b> <i>American Experience: TR, The Story of Theodore Roosevelt</i>	<b>Instructional Activity:</b> After I briefly introduce the unit, students take notes on a segment from a PBS video on Theodore Roosevelt. Students respond to questions about the video that are based on the idea of “history as biography.” The class reviews the answers in a whole-group discussion.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 20  <b>Web</b> “Women’s Rights DBQ”	<b>Instructional Activity:</b> Working in groups and using images and documents, students analyze the origins of Progressivism at the local and state level by examining the woman suffrage movement as a case study. Students use the documents to answer a series of scaffolding questions, in the process outlining the answer to a DBQ on the woman suffrage movement. I review these DBQ outlines for understanding of the main causes of the movement’s success, and I address areas of student misunderstanding as part of the discussion of the Election of 1912.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	Henretta, Edwards, and Self, Chapter 20  College Board, <i>AP U.S. History Curriculum Module: Teaching Environmental History</i>	<b>Instructional Activity:</b> Class begins with a lecture and discussion evaluating Roosevelt’s presidency. Students work in groups to complete an activity on the beginnings of environmentalism and John Muir, Gifford Pinchot, and Richard A. Ballinger. Next, working individually, students analyze excerpts from works by these three individuals and try to match each with its author. The class reviews these excerpts in a whole-group discussion.
	Henretta, Edwards, and Self, Chapter 20  <b>Web</b> “New Nationalism Speech, Theodore Roosevelt, 1910”	<b>Instructional Activity:</b> After reading Roosevelt’s 1910 New Nationalism speech, students discuss the meaning of the speech and its role as a source of Progressive values. Next, in a guided discussion and using a variety of sources, students analyze the William Howard Taft and Woodrow Wilson presidencies and the election of 1912. They then evaluate the success of the Progressives and compare them to the Populists.

*This activity is based on a lesson found in the AP curriculum module on teaching environmental history.*


**Essential Questions:**

▼ How did changes in both class identity and gender roles relate to the economic, political, and social transformations of the Progressive Era? ▼ How and why did the Progressives seek to change the role of the local, state, and federal government in the nation's political, social, economic, and environmental affairs? To what extent were the Progressives successful?

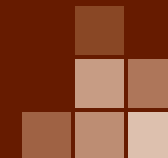
Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Contextualization		<b>Formative Assessment:</b> As in a previous activity on the Election of 1896, students use short descriptions of different fictional people to determine how each might have voted in the Election of 1912. For each fictional voter, a different student leads a class discussion, starting out by sharing his or her opinion about what the voter's choice would be and why.

**Essential Questions:**

▼ What were the goals of U.S. policymakers in the Spanish-American War? How did U.S. involvement in this conflict alter the nation's role in world affairs? ▼ What were the goals of U.S. policymakers in World War I? How did U.S. involvement in this conflict alter the nation's role in world affairs? ▼ How did U.S. involvement in World War I set the stage for debates over civil liberties and for domestic social and political changes?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Historical Argumentation	Henretta, Edwards, and Self, Chapters 16 and 21 Choices Program, <i>The U.S. Role in a Changing World</i> <b>Web</b> Beveridge, "In Support of an American Empire"	<b>Instructional Activity:</b> Students read and analyze the argument made for imperialism by Alfred Beveridge. Students next follow a Choices Program activity in which they analyze the roots of American imperialism by reading about John Kendrick, John Manjiro, William Seward, and José Martí. Finally, we conclude with a debate on the role of the U.S. in world affairs today.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Chapter 21 Suri, <i>Liberty's Surest Guardian</i> , Chapter 3	<b>Instructional Activity:</b> Students work in small groups to analyze a number of primary sources dealing with the causes and effects of the Spanish-American War. Students then read excerpts from Suri, including his explanation of the 5 Ps of nation-building, and three primary source quotations about nation-building in the Philippines. The quotations focus on whether the United States should annex the Philippines, and they discuss U.S. nation-building efforts there as a prototype for later efforts. The class concludes with a pro and con debate on the merits of annexation.
Contextualization, Comparison	<b>Web</b> Navarro-Rivera, "Acculturation Under Duress: The Puerto Rican Experience at the Carlisle Indian Industrial School, 1898–1918"	<b>Formative Assessment:</b> Students respond to a set of short-answer questions based on a document about Puerto Ricans being sent to Carlisle Indian Industrial School.
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 21 <b>Web</b> "Wilson's War Message to Congress" "Opposition to Wilson's War Message, Speech by George W. Norris "	<b>Instructional Activity:</b> In a role-playing simulation, students debate about the U.S. decision to enter into World War I. Working with partners, students portray senators from various states prior to U.S. entry into the war; they debate whether the events of successive years (1914, 1915, 1916, and 1917) warrant the United States to join. Students complete the activity by analyzing arguments made by Woodrow Wilson in his War Message and George Norris in opposition.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 21 Wheeler, Becker, and Glover, <i>Discovering the American Past</i>	<b>Instructional Activity:</b> In a lesson that alternates between guided discussion and group work, students examine propaganda posters and other kinds of documents (found in Wheeler, Becker, and Glover) related to World War I on the home front. Students also analyze how World War I set the stage for debates over civil liberties and for domestic social and political changes.

*I assess students' understanding of themes and issues involving assimilation, citizenship, and nation-building and discuss responses individually with students. I then revisit those concepts in the following class if necessary.*

**Essential Questions:**

▼ What were the goals of U.S. policymakers in the Spanish-American War? How did U.S. involvement in this conflict alter the nation's role in world affairs? ▼ What were the goals of U.S. policymakers in World War I? How did U.S. involvement in this conflict alter the nation's role in world affairs? ▼ How did U.S. involvement in World War I set the stage for debates over civil liberties and for domestic social and political changes?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Causation, Contextualization		<p><b>Formative Assessment:</b> Students respond to a short-answer question about civil liberties in wartime. The question requires students to make connections to events that happened both prior to and after World War I.</p>
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 21	<p><b>Instructional Activity:</b> In a role-playing simulation, students work in groups representing different points of view in the U.S. Senate in 1919 and debate whether the United States should ratify the Treaty of Versailles. I play the role of Wilson. Afterward, students respond to a short-answer prompt focusing on why the United States did not ratify the treaty and asking them to connect this debate to broader themes.</p>

*I review these responses with individual students to check for understanding. I then reteach any concepts with which students struggle. We return to this discussion during the lesson on Japanese Americans in World War II.*



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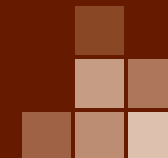
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### Essential Questions:

▼ How did U.S. involvement in World War I set the stage for domestic social and political changes? ▼ How did cultural values, popular culture, and artistic expression change in the United States in the 1920s, and how did they influence social and political change? ▼ What were the causes and effects of cultural conflict in the 1920s? ▼ How did internal and international migration affect urban life, cultural developments, labor issues, and government policies in the 1920s? ▼ What were the causes of the Great Depression?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 22 <b>Web</b> “Put Them Out and Keep Them Out”	<b>Instructional Activity:</b> In a class discussion, students respond to a 1919 cartoon on the Red Scare. Then, in a guided discussion, students examine the legacies of World War I including the Great Migration (and its causes and effects), the flu epidemic, the Red Scare, and the rejection of the Treaty of Versailles.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 22 <b>Web</b> “Jacob Lawrence: The Migration Series”	<b>Instructional Activity:</b> In a two-day lesson that alternates between lecture, discussion, and group work, students analyze a variety of sources on the cultural conflicts of the 1920s. The core of the lesson has students analyze works from Jacob Lawrence’s painting series on the Great Migration both before and after examining various cultural conflicts. Conflicts addressed include those involving migration, immigration, religion, technological change, popular culture, music and art, gender, and modern values.
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	College Board, <i>AP U.S. History Curriculum Framework</i> , pp. 85–89	<b>Formative Assessment:</b> For homework, students write an essay in response to the Great Migration DBQ essay question found in the <i>AP U.S. History Curriculum Framework</i> . By writing this essay for homework rather than in class, students can take a full 60 minutes. They are expected to time themselves and sign an honor pledge.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 22	<b>Instructional Activity:</b> Working in groups and using documents that focus on the growth in the automobile industry and on advertising, students evaluate economic changes and policies in the 1920s and their effects on class identity and gender roles. Students briefly respond to a short-answer question asking them to evaluate the most significant changes in the 1920s. I then lead a discussion of their answers to check for understanding.

Essays are marked against the AP Exam DBQ rubric and students are given individual feedback on how well they addressed each aspect of the question. Before beginning the next activity, the class discusses the components of a successful DBQ answer and the specific historical thinking skills involved in this question.


**Essential Questions:**

▼ How did U.S. involvement in World War I set the stage for domestic social and political changes? ▼ How did cultural values, popular culture, and artistic expression change in the United States in the 1920s, and how did they influence social and political change? ▼ What were the causes and effects of cultural conflict in the 1920s? ▼ How did internal and international migration affect urban life, cultural developments, labor issues, and government policies in the 1920s? ▼ What were the causes of the Great Depression?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 22	<b>Instructional Activity:</b> Working in groups and using charts, tables, statistics, and writings from economic historians, students evaluate the causes of the Great Depression. Students then individually write in response to a short-answer question comparing the causes of the Great Depression with the causes of the 2008 recession.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Synthesis		<b>Summative Assessment:</b> As part of a project involving all AP and non-AP U.S. history students in the school, each student researches and writes a paper on a different person from the 1920s. This paper enables the student to connect a biography to the key themes of the 1920s. All U.S. history students then come to lunch in costume and character and complete a variety of activities related to the issues of the 1920s.

*This summative assessment addresses the following essential questions:*

- What were the causes and effects of cultural conflict in the 1920s?
- How did cultural values, popular culture and artistic expression change in the United States in the 1920s and how did they influence social and political change?

**Essential Questions:**

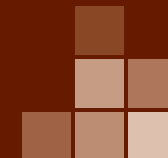
▼ How did the Great Depression change the U.S. economy, society, politics, and culture and influence public debates about U.S. national identity in the 20th century? ▼ How and why did liberal and conservative activists critique the New Deal and pressure Franklin D. Roosevelt to change his economic and social policies? ▼ How and why did political alignments change during the 1930s and 1940s?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 23 Kennedy, <i>Freedom from Fear</i> <b>Web</b> “American Life Histories” and “America from the Great Depression to World War II”	<b>Instructional Activity:</b> Students examine the experience of Americans during the Great Depression, alternating between individual work and guided discussion and using sources (found in Kennedy and at Library of Congress websites) such as oral histories, songs, and photographs. Areas of inquiry include migration, challenges to the social and economic order, and ideas of national identity.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization	Henretta, Edwards, and Self, Chapter 23 <b>Video</b> <i>American Experience: FDR</i> <b>Web</b> “1932 Presidential Campaign & Elections”	<b>Instructional Activity:</b> Students compare and contrast statements by Herbert Hoover and Franklin D. Roosevelt in the 1932 election, identifying the statements as differing positions on the causes of and remedies for the Great Depression. After watching an excerpt about Roosevelt’s biography from PBS’s <i>American Experience: FDR</i> , students participate in a guided discussion on the events of 1929–1932 and Hoover’s actions in response to the Great Depression.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 23 <b>Web</b> “Franklin D. Roosevelt: First Inaugural Address” “Republican Party Platform of 1936”	<b>Instructional Activity:</b> After reading and discussing the ideals of the New Deal as laid out in Roosevelt’s First Inaugural Address, students work in groups to evaluate the goals of the New Deal (relief, recovery, and reform) and whiteboard specific laws passed to try to achieve each goal. Students then analyze the 1936 Republican Platform to understand criticisms of the first New Deal and look at ways that Roosevelt responded to those criticisms.
Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 23	<b>Instructional Activity:</b> Working in groups, students whiteboard a comparison of the New Deal reformers and the Progressives, focusing on the goals and impact of each with regard to politics, the economy, society, the environment, and the arts. We then have a whole-group discussion in which students evaluate the New Deal by examining various historians’ interpretations of it.

**Essential Questions:**

▼ How did debates over U.S. involvement in World War II relate to contemporary discussions of political values (such as democracy, freedom, and citizenship) and about U.S. national identity? ▼ What were the goals of U.S. policymakers in World War II? ▼ How did U.S. involvement in World War II lead to domestic social changes and debates over civil liberties?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 24 Kennedy, <i>Freedom from Fear</i> Santelli, <i>This Land Is Your Land</i> <b>Web</b> “The Atlantic Charter” “Rockwell’s <i>Four Freedoms</i> ” Guthrie, “The Sinking of the Reuben James”	<b>Instructional Activity:</b> Working in groups and using documents (including political cartoons, Woody Guthrie’s “The Sinking of the Reuben James,” and Norman Rockwell’s <i>Four Freedoms</i> paintings), students analyze the road to U.S. involvement in World War II and U.S. aims in the war. The class culminates in a whole-group discussion about when U.S. entry into World War II became inevitable.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 24 <b>Web</b> “A. Philip Randolph to Eleanor Roosevelt” “Rosie the Riveter: Women Working During World War II”	<b>Instructional Activity:</b> In a guided discussion, and using a variety of documents (including propaganda posters and A. Philip Randolph’s letter to Eleanor Roosevelt), students compare the wartime experiences of women and of African Americans.
	Henretta, Edwards, and Self, Chapter 24 Brokaw, <i>The Greatest Generation</i> <b>Web</b> “America from the Great Depression to World War II”	<b>Instructional Activity:</b> In a guided discussion and using a variety of documents (including photographs by Dorothea Lange, and Daniel Inouye’s story from Tom Brokaw’s <i>The Greatest Generation</i> ), students evaluate and compare the wartime experiences of Jews and of Japanese Americans.

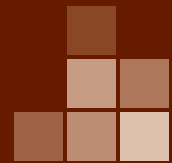


**Essential Questions:**

▼ How did debates over U.S. involvement in World War II relate to contemporary discussions of political values (such as democracy, freedom, and citizenship) and about U.S. national identity? ▼ What were the goals of U.S. policymakers in World War II? ▼ How did U.S. involvement in World War II lead to domestic social changes and debates over civil liberties?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Comparison, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	<b>Web</b> "Korematsu v. United States: The U.S. Supreme Court Upholds Internment"	<b>Formative Assessment:</b> Building off their discussions in the previous two activities, students work in small groups to compare restrictions on civil liberties during World War I to those during World War II. After reading the Supreme Court's decision in <i>Korematsu v. United States</i> , each group compares Japanese American internment to the Red Scare in World War I and the experiences of various groups explored in the previous two lessons. Together, group members create a thesis statement about the nature of the changes in civil liberties from World War I to World War II. Each group presents its thesis, which is discussed by the class. Working individually, students then write a paragraph explaining how the discussion influenced their initial opinion expressed in their group's thesis statement.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 24	<b>Instructional Activity:</b> Working in groups, students whiteboard on the reasons that the Allies won the war. Each group considers one of the following kinds of factors: political, economic, military, environmental, or diplomatic. In a whole-group discussion, students debate the relative importance of these factors and then consider how the war changed the United States.

*I read and comment on the individual paragraphs, focusing on how well students apply the historical thinking skill of continuity and change over time. At the beginning of the next class, we review possible responses and discuss areas of student misunderstanding.*



## Unit 7: Unit-Level Summative Assessment:

This assessment has 15 multiple-choice questions, organized into sets based on sources as on the AP Exam. Each set focuses on one of the essential questions given here. All of the documents in the question sets will be new to the students.

The assessment also features one long essay, on one of four topics that students are given in advance to guide their review. The possible essay topics include the following:

- Compare and contrast the beliefs, strategies, and success of the Progressives and the New Deal reformers.
- Compare and contrast the debates over civil liberties and the domestic social changes that occurred during the two world wars.
- Evaluate the continuities and changes to women’s roles from 1890 to 1945.
- Compare the goals of U.S. policymakers in *two* of the following conflicts and compare how each conflict altered the U.S. role in world affairs: the Spanish-American War, World War I, World War II.

The Unit 7 Summative Assessment takes one class period to complete.

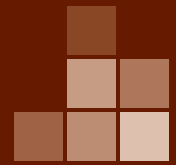
### Essential questions addressed:

- How and why did the Progressives seek to change the role of the local, state, and federal government in the nation’s political, social, economic, and environmental affairs? To what extent were the Progressives successful?
- How did U.S. involvement in the Spanish-American War, World War I, and World War II alter the nation’s role in world affairs?
- How did the Great Depression change the U.S. economy, society, politics, and culture and influence public debates about U.S. national identity in the 20th century?
- How did U.S. involvement in World War II lead to domestic social changes and debates over civil liberties?

**Essential Questions:**

▼ What were the origins of the Cold War and the goals of U.S. policymakers in the Cold War? ▼ How did U.S. involvement in the Cold War alter the nation's role in world affairs? ▼ How did U.S. involvement in the Cold War lead to debates over civil liberties and American national identity?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 25	<b>Instructional Activity:</b> After I introduce the new unit, students take notes on a lecture evaluating the state of the world in 1945. They then work in small groups to examine a series of documents on the origins of the Cold War and to compare and contrast the Truman Doctrine and the Marshall Plan.
Historical Causation, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 25 <b>Web</b> “NSC-68: United States Objectives and Programs for National Security (April 14, 1950)”	<b>Instructional Activity:</b> Students read NSC-68 and then participate in a whole-group discussion comparing the report with the documents on Cold War origins from the previous activity. After taking notes on a brief lecture on the causes and course of the Korean War, students engage in a whole-group discussion about the consequences of the war and debate whether it should be known as the “Forgotten War.” Students conclude by evaluating the success of containment by whiteboarding the Cold War events of the 1950s in Europe and around the world, including the origins of U.S. involvement in Vietnam.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 25 “Roy Cohn” <b>Online video</b> “‘See It Now’: March 9, 1954”	<b>Instructional Activity:</b> Students read and discuss an excerpt from Roy Cohn’s memoir explaining the rationale for actions during the Joseph McCarthy period. In a guided discussion using an online video clip of McCarthy and Edward R. Murrow, students analyze the debates over civil liberties and U.S. national identity that occurred during the second Red Scare.

**Essential Questions:**

▼ What were the origins of the Cold War and the goals of U.S. policymakers in the Cold War? ▼ How did U.S. involvement in the Cold War alter the nation's role in world affairs? ▼ How did U.S. involvement in the Cold War lead to debates over civil liberties and American national identity?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison, Historical Argumentation		<p><b>Formative Assessment:</b> Working in groups, students collaborate on presentations debating positions on international communism that were held in the United States during the 1940s and 1950s. Student groups are assigned to support one of the following positions: containment, isolationism, and interventionism. Each group develops a presentation on the major arguments of its position and on the implications of its position for both foreign and domestic policy. Each member of the group must individually develop and deliver one part of the presentation. The class concludes with a whole-group conversation on how these perspectives affected more recent foreign policy approaches.</p>

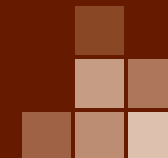
*As in previous presentations, I assess students individually on presentational aspects (creative, interesting, colorful, clear) and for succinct yet complete coverage of historical information. The issues raised in the discussion are revisited in subsequent class discussions of foreign policy later in the 20th century.*



**Essential Questions:**

▼ How did U.S. involvement in the Cold War set the stage for domestic political and social changes? ▼ What were the causes and effects of economic growth and demographic change after World War II? ▼ How did Americans defend and challenge the dominant political, economic, and social order after World War II? ▼ How and why have modern cultural values and popular culture grown since World War II, and how have these values affected U.S. politics and society?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 26  <b>Web</b> “C-Span 2009 Historians Presidential Leadership Survey”	<b>Instructional Activity:</b> After a guided discussion on the presidencies of Harry S. Truman and Dwight D. Eisenhower and associated domestic issues, students form pairs and make historical evaluations of these two presidents. They grade each presidency for its successes and failures regarding the early Cold War, domestic crises, and civil rights, taking into account these presidents’ expectations for political success. They then compare their grades to different presidential rankings by historians and political scientists.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 26  <b>Web</b> “6 Signs That You’ve Made It to the Middle Class”	<b>Instructional Activity:</b> After reading a short online article defining today’s middle class, students work in groups to analyze a variety of sources on the factors that led to economic growth in postwar America and the rise of the middle class, the suburbs, and the Sun Belt. Students then work in pairs to find and analyze online biographies of individuals who shaped the growth of middle-class values at the time, including Ray Kroc, Walt Disney, Jonas Salk, Billy Graham, William Levitt, Henry J. Kaiser, and Milton Berle.
	Henretta, Edwards, and Self, Chapter 26  <b>Web</b> Reynolds, “Little Boxes”	<b>Instructional Activity:</b> In a document-prompt activity, students read and analyze the lyrics of the song “Little Boxes” to understand critiques of midcentury conformity. In a guided discussion, students examine middle-class values and the critiques of them by viewing images of Levittowns and suburbia, <i>New Yorker</i> cartoons, images of the Beats, and clips or stills from Hollywood movies and <i>I Love Lucy</i> .
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 26  Altschuler, <i>All Shook Up</i>  Yamasaki, “Using Rock ‘n’ Roll to Teach the History of Post–World War II America”	<b>Instructional Activity:</b> Students engage in an activity, described in the Yamasaki article, on U.S. history and rock and roll. At the beginning of class, students work in groups to read and summarize one of three accounts of the origins of rock and roll. Students then analyze songs mentioned in the accounts and compare their analyses with those they have read.

**Essential Questions:**

▼ How did U.S. involvement in the Cold War set the stage for domestic political and social changes? ▼ What were the causes and effects of economic growth and demographic change after World War II? ▼ How did Americans defend and challenge the dominant political, economic, and social order after World War II? ▼ How and why have modern cultural values and popular culture grown since World War II, and how have these values affected U.S. politics and society?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation		<p><b>Formative Assessment:</b></p> <p>Students debate whether the 1950s were an age of conformity. To begin, students break into small groups, and each group analyzes a different primary source relating to this issue. Students then divide up into two large groups, pro and con, for a whole-class debate. In the debate, each student states and explains one way in which the 1950s were an age of conformity or one way in which challenges to authority seemed dominant. A whole-class discussion on ways of interpreting the 1950s concludes the activity.</p>

*After the activity, I provide students with written feedback on their statements from the debate. We revisit the class's various interpretations of the 1950s in the next two activities, on the early years of the civil rights movement.*

**Essential Questions:**

▼ What were the origins of the civil rights movement? ▼ How did the goals, strategies, and support of the movement for African American civil rights change over time? ▼ How did the civil rights movement change American politics and society?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 27 “Billy Graham to Dorothy Counts”	<b>Instructional Activity:</b> In a guided discussion, students analyze the origins of the civil rights movement, focusing primarily on the chronology of the movement in the 1950s, including <i>Brown v. Board of Education</i> , Emmett Till, Montgomery, and Little Rock. Students also analyze a letter from Billy Graham to Dorothy Counts as she tried to integrate Harding High School in Charlotte.
	Henretta, Edwards, and Self, Chapter 27	<b>Instructional Activity:</b> Students compare and evaluate the goals and tactics of leaders in the civil rights movement by analyzing texts by Martin Luther King, Jr., Malcolm X, and Stokely Carmichael. Next, working in pairs, students use their knowledge about the civil rights movement to place photographs of the movement in chronological order; they then present their chosen order to the class and explain their reasoning. In a concluding class discussion, I discuss the correct order for the photographs, reteaching concepts where necessary.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 27 <b>Web</b> “The Black Panther Party Platform (October 1966)”	<b>Instructional Activity:</b> Students read and analyze the Black Panther Party Platform in a class discussion. Next, students engage in a guided discussion evaluating the legislative successes of the civil rights movement by taking notes on a chronology and then analyzing the new directions of the movement after the Civil Rights Act and Voting Rights Act; topics including Watts, Black Power, and the Black Panthers are addressed in this discussion.
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Synthesis	Henretta, Edwards, and Self, Chapter 27 <b>Web</b> <i>AP United States History Document-Based Questions, 1973–1999</i>	<b>Summative Assessment:</b> For homework, students write an essay in response to the 1995 AP U.S. History Exam’s DBQ on the civil rights movement. By writing this essay for homework rather than in class, students can take a full 60 minutes. They are expected to time themselves and sign an honor pledge.

This assessment addresses the following essential questions:

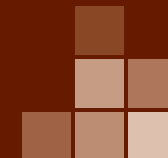
- What were the origins of the civil rights movement?
- How did the goals, strategies, and support of the movement for African American civil rights change over time?

**Essential Questions:**

▼ How did U.S. involvement in Berlin, Latin America, Vietnam and elsewhere influence public debates about U.S. national identity and the U.S. role in the world? ▼ How did involvement in these conflicts set the stage for domestic social changes and changes to U.S. foreign policy goals? ▼ How and why did the Supreme Court and Great Society programs change the federal government’s role in the nation’s political, social, economic, and environmental affairs? ▼ How did African American civil rights activism in the 20th century affect the growth of other political and social movements, and how did those movements affect American culture, politics, and society?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 28 <b>Web</b> “John F. Kennedy: Inaugural Address”	<b>Instructional Activity:</b> In a whole-group discussion, students analyze John F. Kennedy’s Inaugural Address and connect it to his foreign and domestic policies. Students next work in pairs to evaluate Kennedy’s presidency using the same process used with Harry S. Truman and Dwight D. Eisenhower, focusing on his role in 1960s liberalism and in the Cold War.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 28 Choices Program, <i>The Limits of U.S. Power in Vietnam</i> <b>Web</b> “Transcript of Tonkin Gulf Resolution (1964)”	<b>Instructional Activity:</b> Students read a transcript of the Tonkin Gulf Resolution and discuss as a group the specific issues leading up to it. In a guided discussion format and using primary sources drawn from the Choices Program’s curriculum module on the Vietnam War (which includes photographs, political cartoons, and pro- and antiwar songs), students evaluate the causes, course, and consequences of the Vietnam War — including the domestic opposition to the war.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 28 College Board, <i>AP U.S. History Curriculum Module: Teaching Environmental History</i>	<b>Instructional Activity:</b> Working with quotations from Lyndon B. Johnson, Ralph Nader, Michael Harrington, and Rachel Carson, students collaborate in small groups to analyze the goals and evaluate the success of 1960s liberalism. Each student completes a chart comparing the Great Society to the New Deal and the Progressive Era. Students then review and discuss their charts with one another.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 28	<b>Instructional Activity:</b> Students come to class having researched the three most significant Supreme Court cases (in their opinion) from the 1960s and early 1970s. In class, students work in groups to review their cases and to analyze how the various decisions expanded democracy and individual freedoms as well as Great Society social programs and policies. In a guided discussion, students examine subsequent court decisions that restricted this expansion, matching each decision to the precedent it modified. As the class reviews the cases, I reinforce or reteach misunderstood concepts.

This activity is based on a lesson found in the AP curriculum module on teaching environmental history.



**Essential Questions:**

▼ How did U.S. involvement in Berlin, Latin America, Vietnam and elsewhere influence public debates about U.S. national identity and the U.S. role in the world? ▼ How did involvement in these conflicts set the stage for domestic social changes and changes to U.S. foreign policy goals? ▼ How and why did the Supreme Court and Great Society programs change the federal government’s role in the nation’s political, social, economic, and environmental affairs? ▼ How did African American civil rights activism in the 20th century affect the growth of other political and social movements, and how did those movements affect American culture, politics, and society?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 28  <b>Web</b> “Port Huron Statement of the Students for a Democratic Society, 1962”	<b>Instructional Activity:</b> Students read the Port Huron Statement and discuss as a group the specific issues leading up to it. Working in groups, students whiteboard the goals and origins of the environmental movement, the counterculture, Students for a Democratic Society, the women’s rights movement, the Chicano rights movement, the American Indian movement, and the gay rights movement. After each group presents, I lead a class discussion comparing and contrasting these movements. Finally, students complete a matching activity on the key concepts of these movements.

ID-3, ID-7, ID-8, WXT-3, WXT-8, POL-3,  
POL-5, POL-7, WOR-7, WOR-8, ENV-5,  
CUL-5, CUL-7

8.1, 8.2, 8.3

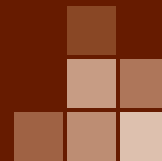
4 days

### Essential Questions:

▼ What were the cultural, economic, and political effects of the rise of the Sun Belt? ▼ How did U.S. involvement in international crises influence public debates about U.S. power, the nation's role in world affairs, and national identity in the 1970s? ▼ How were the 1970s a decade of limits to energy, prosperity, rights, presidential power, and global power?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Periodization	Henretta, Edwards, and Self, Chapter 29	<p><b>Instructional Activity:</b> Working in small groups, students discuss the years 1965, 1968, and 1973, evaluating the extent to which each year was a significant turning point in politics, civil rights, and foreign policy (especially with regard to Vietnam). Each group prepares a whiteboard presentation arguing the importance of one of these years as a turning point.</p> <p><b>Formative Assessment:</b> Each student group presents its whiteboard findings to the class. Groups are evaluated for how well they understand the idea of historical periodization. We then conduct a whole-class discussion on how to connect these turning points to other historical ways of viewing the period.</p>
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 29 Carroll, <i>It Seemed Like Nothing Happened</i> , p. 341	<p><b>Instructional Activity:</b> Students respond to an assessment of Jimmy Carter's presidency by Peter Carroll. Then, in a guided discussion, students evaluate Richard Nixon's and Carter's foreign policy initiatives in the Cold War and the Middle East and examine how these events changed perceptions of U.S. identity.</p>
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization	Henretta, Edwards, and Self, Chapter 29 <b>Video</b> "Episode Thirteen: Starting Over"	<p><b>Instructional Activity:</b> Students watch a video on the late 1970s from the ABC series <i>The Century</i>, and afterward discuss factors behind the decline of liberalism and U.S. power and the rise of conservatism. Students complete notes on their discussion, which are collected and assessed by me as a means of checking for understanding.</p>
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation	Henretta, Edwards, and Self, Chapter 29	<p><b>Instructional Activity:</b> In a guided discussion, students discuss how economic and political changes limited the support and success of liberal programs. Topics discussed include the Southernization of U.S. politics and culture, the backlash against the "imperial presidency," and the rights movements of the 1960s and 1970s. Students also debate the question, <i>When did the 1960s end?</i> This activity serves as a review of the unit.</p>

Students receive feedback from me regarding their understanding of periodization. Any difficulties the groups have with this concept or with how to analyze the 1960s and 1970s will be addressed at the start of the next activity.



## Unit 8: Unit-Level Summative Assessment

The assessment begins with 15 multiple-choice questions, organized into sets based on sources as on the AP Exam. Each set focuses on one of the essential questions given here and assesses one of the five modules in this unit. All of the documents in the question sets will be new to the students.

The assessment also features one long essay, on one of three topics that students are given in advance to guide their review. Possible essay topics include the following:

- How did U.S. involvement in the Cold War change the United States?
- How did the civil rights movement change U.S. politics and society?
- How did the developments of the 1970s influence public debates about national identity and power?

The Unit 8 Summative Assessment takes one class period to complete.

### Essential questions addressed:

- What were the origins of the Cold War and the goals of U.S. policymakers in the Cold War?
- How did U.S. involvement in the Cold War set the stage for domestic political and social changes?
- What were the causes and effects of economic growth and demographic change after World War II?
- How and why have modern cultural values and popular culture grown since World War II, and how have these values affected U.S. politics and society?
- How did the civil rights movement change U.S. politics and society?
- How and why did the Supreme Court and Great Society programs change the federal government's role in the nation's political, social, economic, and environmental affairs? How did African American civil rights activism in the 20th century affect the growth of other political and social movements, and how did those movements affect American culture, politics, and society?

**Essential Questions:**

▼ Why did the modern conservative movement rise to prominence, and how did it change the federal government’s role in the nation’s political, social, economic, and environmental affairs? ▼ How did the end of the Cold War influence public debates about U.S. national identity in the 20th century and alter the U.S. role in world affairs? ▼ How have U.S. foreign policy goals and actions evolved since the end of the Cold War? How has the War on Terrorism affected U.S. society and politics?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization	Henretta, Edwards, and Self, Chapter 30 <b>Video</b> <i>American Experience: Reagan</i> <b>Online video</b> “Morning in America”	<b>Instructional Activity:</b> Students watch the 1984 commercial “Morning in America” and analyze its message as a way of introducing the factors that led to the rise of conservatism and Ronald Reagan. Next, in a guided discussion using several video clips from <i>American Experience: Reagan</i> , students continue to explore other elements of the appeal of the conservative movement.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Henretta, Edwards, and Self, Chapter 30 Jacobs and Zelizer, <i>Conservatives in Power</i> Wilentz, <i>The Age of Reagan</i> <b>Web</b> “Who Won the Cold War?”	<b>Instructional Activity:</b> Students grade Reagan’s domestic policies and conservatives’ effort to change the role of the federal government, and then justify their grades in a whole-group discussion. A guided discussion then explores how Reagan’s presidency laid the groundwork for political debates that have been taking place since the 1980s. Working in groups, students evaluate Reagan’s foreign policy and research the question, <i>Who won the Cold War?</i> by reading a selection of journal articles and excerpts from historians on the question. Finally, students debate U.S. foreign policy goals and initiatives following the Cold War.
Historical Causation, Contextualization, Historical Argumentation, Interpretation	Henretta, Edwards, and Self, Chapter 30 Choices Program, <i>The U.S. Role in a Changing World</i>	<b>Instructional Activity:</b> Students are divided into four groups, each representing a different point of view on the direction of U.S. foreign policy. In preparation for class, they read excerpts from <i>The U.S. Role in a Changing World</i> . In class students represent the four points of view on U.S. foreign policy since 9/11 in a debate. In a concluding discussion, students evaluate the effect of the War on Terror on U.S. society and politics.
Historical Comparison, Contextualization		<b>Formative Assessment:</b> Students recall and discuss their debate on the role of the United States in world affairs today, from the beginning of Unit 7; they then write a paragraph reassessing their views on this issue.

After giving individual feedback on each student’s paragraph, particularly with regard to their awareness of events since 1945, I discuss responses with the class and address events that did not show up in responses.

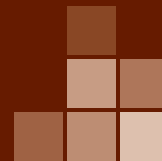


**Essential Questions:**

▼ What factors have led to increasing globalization, and how has increasing globalization influenced U.S. society? ▼ How have demographic changes since 1980 affected U.S. culture, politics, and society? ▼ How have debates over civil rights, immigration, technology, the economy, and the environment influenced U.S. politics and culture and shaped conceptions of U.S. identity?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 31  <b>Web</b> Friedman, “Globalization”	<b>Instructional Activity:</b> In groups, students read Thomas Friedman’s argument and debate which aspects of globalization have had the greatest effect on U.S. society and on their own lives. They then whiteboard a T-chart of the positives and negatives of globalization and discuss possible policy initiatives to address the negatives.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Henretta, Edwards, and Self, Chapter 31	<b>Instructional Activity:</b> Students consult statistics and graphs to identify and examine demographic changes that have taken place in the United States since 1965. In small groups, students then use their textbooks to investigate how each of these changes has affected U.S. politics, culture, and society. Students also try to connect these demographic changes to globalization. The activity concludes with a whole-class discussion on each of the demographic changes identified.
	Henretta, Edwards, and Self, Chapter 31  <b>Web</b> “Remarks by the President in the State of the Union Address”	<b>Instructional Activity:</b> Students read and discuss the most recent State of the Union Address and compare it with news accounts of the issues facing the United States. In a guided discussion, students evaluate aspects of the Bill Clinton, George W. Bush, and Barack Obama presidencies; assess these presidents’ terms; and analyze the major political debates since 1993 and how these debates have shaped conceptions of U.S. identity.
Comparison, Contextualization		<b>Formative Assessment:</b> In a page-long essay, students grade the three most recent presidents and compare each one to an earlier 20th-century president.

*I review students’ responses for information about their knowledge of the events and policies of each presidency. After debriefing with individual students, I lead a class discussion on problematic topics prior to semester review sessions.*

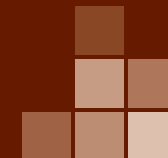


## Unit 9: Unit-Level Summative Assessment

Working with a partner, students research one learning objective relating to Period 9 to trace its development since World War II and to find current events from the last six months that connect to the objective. Students present their findings to the class. This activity takes one class period. It begins our AP Exam review, which lasts for an additional four class periods.

### Essential questions addressed:

- How have U.S. foreign policy goals and actions evolved since the end of the Cold War?
- What factors have led to increasing globalization, and how has increasing globalization influenced U.S. society?
- How have demographic changes since 1980 affected U.S. culture, politics, and society?
- How have debates over civil rights, immigration, technology, the economy, and the environment influenced U.S. politics and culture and shaped conceptions of U.S. identity?



## General Resources

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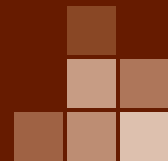
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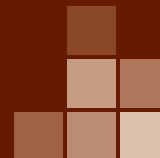
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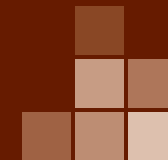
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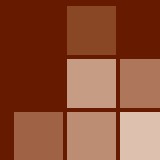
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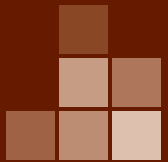
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