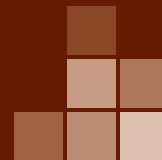


# AP<sup>®</sup> United States History

## Course Planning and Pacing Guide

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Catonsville High School  
Catonsville, MD



## 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® and the Advanced Placement Program®. 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

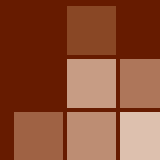
The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, 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® U.S. History Course Planning and Pacing Guides

This guide is one of several course planning and pacing guides designed for AP® U.S. History teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting). These course planning and pacing guides highlight how the components of the *AP U.S. History 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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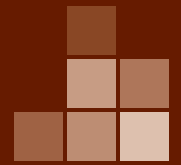
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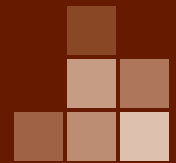
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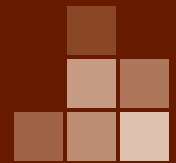


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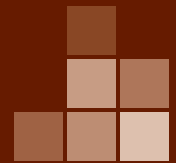


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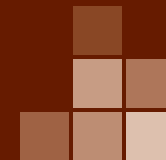
## Catonsville High School Catonsville, MD

School	<p>Catonsville High School (CHS) is a comprehensive neighborhood high school (a non-magnet high school that may only be attended by students living in a certain area or district) in the southwestern part of Baltimore County. It is one of 25 Baltimore County public high schools. In addition to being recognized by the Jay Mathews/<i>Washington Post</i> "High School Challenge" for the ninth consecutive year as one of the top public high schools in America, CHS was ranked by <i>U.S. News and World Report</i> as one of America's "Best High Schools" in 2011.</p>
Student population	<p>CHS has a population of approximately 1,750 students in grades 9 through 12, with the following racial/ethnic demographics:</p> <ul style="list-style-type: none"> <li>• 58 percent Caucasian</li> <li>• 32 percent African American</li> <li>• 7 percent Asian or Middle Eastern</li> <li>• 3 percent Hispanic</li> </ul> <p>A "Rising Scholars Program" is in place to help minority students reach their full academic potential and work on closing the "achievement gap."</p> <p>Approximately 28 percent of the students receive free or reduced-price lunches. Eighty-five percent of CHS graduates go on to college: 50 percent attend four-year institutions and 35 percent attend two-year institutions. Advanced Placement (AP) courses in history and the social sciences are popular with CHS students at all grade levels: AP U.S. Government and Politics is open to freshmen; AP World History is open to sophomores; AP Human Geography is open to sophomores, juniors, and seniors; AP U.S. History is open to juniors; and AP Microeconomics, AP Macroeconomics, AP European History, and AP Psychology are senior electives. Each year CHS continues to increase the number of students in its AP programs (currently 22 percent overall participation with 21 AP courses offered) and to achieve a 75 percent or better rate of students earning a score of 3 or higher on all AP Exams. Students who take AP courses are required to take the AP exam for those subjects.</p>
Instructional time	<p>Between the first day of the school year and the AP U.S. History Exam there are approximately 80 instructional days. Each class period is 83 minutes long, and although most classes at CHS are organized around semester block scheduling, AP U.S. History is coupled with AP English Language and Composition and offered on a year-long A/B day schedule.</p>



<p>Student preparation</p>	<p>AP U.S. History is offered only to juniors. These students also take a half-credit PSAT prep class, which offers some additional AP preparation. After the PSAT in mid-October, students read two books relating to U.S. History — <i>The Autobiography of Frederick Douglass</i> and <i>Having Our Say</i> by Sarah and Bessie Delany — and hone their reading and writing skills. Any junior may enroll in AP U.S. History, although the majority of students taking the course have taken either AP World History, G/T (Gifted and Talented) World History, or Honors World History. Out of a class of 400–450 juniors, approximately 100–120 take AP U.S. History each year. The preparation for AP courses is fairly strong and teachers in grades 9–12 work together as a vertical team. Students in AP U.S. History are given a summer assignment. The week before teachers report back to school, the AVID teachers conduct an AP “Boot Camp” for students beginning the AP U.S. History program.</p>
<p>Textbooks</p>	<p>Davidson, James West, and Mark Hamilton Lytle. <i>After the Fact: The Art of Historical Detection</i>. 5th ed. 2 vols. New York: McGraw-Hill, 2005.</p> <p>Feldmeth, Gregory, Jerome McDuffie, Gary Piggrem, and Steven E. Woodworth. <i>The Best Preparation for the AP United States History Exam</i>. Piscataway, NJ: Research &amp; Education Association, 2007.</p> <p>Norton, Mary Beth, Carol Sheriff, David W. Blight, Howard P. Chudacoff, Fredrik Logevall, and Beth Bailey. <i>A People and a Nation: A History of the United States</i>. 9th ed. Boston: Cengage Learning, 2012.</p> <p>Oates, Stephen B. <i>Portrait of America</i>. 7th ed. Vol. 1, <i>From Before Columbus to the End of Reconstruction</i>. Boston: Houghton Mifflin, 1999.</p> <p>In addition, all students have access to <i>Annals of American History Online</i> from <i>Encyclopædia Britannica</i> (online access to original source documents from U.S. History).</p>

# Overview of the Course



Two quotes from Eric Rothchild have guided my teaching since the mid-1980s: “The more I say in class the less my students learn,” and “students learn more when they are active.” I keep those thoughts in mind as I begin to plan what to do in each lesson and how students will show me that they have learned what I have taught. I write my objective in behavioral terms: *Students will ... in order to ...* The second part of my objective, the description of what they will do in order to demonstrate what they have learned (the assessment), will be the major focus of the lesson. Although the activities that support the objective are important, providing an assessment that not only measures understanding of the topic but also requires students to demonstrate the highest level of thinking skills is just as crucial for advancing student understanding. Since it is in this part of the lesson that students will synthesize, evaluate, apply, or hypothesize, the assessment must be challenging as well as creative.

The student-centered activities I design relate directly to the objective and provide students with ownership of the lesson by requiring them to present and actually do some of the teaching and explaining. I strive to incorporate at least one activity per lesson that does not have “yes/no” answers, providing students with time to discuss information and formulate their own opinions (e.g., was John D. Rockefeller a “robber baron” or a captain of industry?).

During the lesson, one of my goals is to limit “teacher talk” to directions and asking high-level critical-thinking questions that enable students to categorize, synthesize, evaluate, and apply the material they have learned. Following the lesson assessment, I include a brief self-evaluation component

for the students. I try to identify ahead of time the challenges students will likely face that might prevent them from fully engaging in the lesson. I ask myself whether the lesson activities appeal to the multiple intelligences of my students and whether I have included visual, oral, aural, and tactile components.

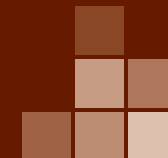
Lessons can be differentiated in content, process, and/or product. For example, when assigning student roles for one of my historical debates, I begin by assigning to students with the least background knowledge characters who have written primary sources that are easily understood. Should they need more guidance or help preparing for the debate, I meet with those students individually after school. As students improve and understand what they need to do to be successful in the debates, I permit them to choose the characters they will play.

Finally, I leave at least five minutes at the end of each lesson to have students summarize what they have learned and apply what they have learned to the themes that have guided the lesson. I find it helpful for each student to have an easily accessible copy of the thematic learning objectives or to have the themes posted around the classroom.

Students are assessed during and at the end of every class period. Obviously the type of assessment will depend on the topic or lesson, but each one should be engaging and effective. I find the most engaging assessments to be those in which there is not always one correct answer and students can have fun challenging one another, as long as relevant historical evidence is provided.



# Pacing Overview



Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	1491–1607	7 (5 sessions)	In this unit the focus is on three areas: characteristics of pre-Columbian Native American societies; the Columbian Exchange; and how European, Native American, and African societies changed as cultures converged. Perhaps the biggest challenge in Unit 1 is locating sufficient information about pre-Columbian Native American societies, especially in areas settled by the British. One day is reserved for helping students understand skills, themes, and thematic learning objectives.
2	1607–1754	13 (9 sessions)	This unit focuses on conflict and compromise between European colonizers and American Indians, the differences between the three colonial regions, and reasons for the institutionalization of slavery. Teachers need to look at this unit through the lens of the Atlantic World, especially regarding the impact of mercantilism, the Great Awakening, and the Enlightenment.
3	1754–1800	15 (11 sessions)	In this unit I focus on the tightening of British imperial control through new laws and restrictive measures, colonial reactions to this tightening, and the British reaction to the colonial reaction (which resulted in war and the birth of a new nation with a separate national identity). Students learn how the Seven Years' War led to the American Revolution, how the Declaration of Independence reflected the colonists' belief in the superiority of republican self-government, and how the limitations of the Articles of Confederation led to the writing and ratification of the Constitution. In addition, I address migration patterns, especially those that brought back-country white settlers into conflict with Native Americans and foreign countries.
4	1800–1848	12 (9 sessions)	This unit focuses on westward migration; the growth and development of American democracy; and the accompanying economic, territorial, demographic, and cultural changes. Students will learn about the Marshall Court; participate in a Reformers' Convocation; determine the causes and impact of the market revolution; and explain reasons for pro-slavery arguments, anti-immigrant feelings, and restrictive anti-Indian policies at this time.
5	1844–1877	16 (12 sessions)	This unit continues the course of westward expansion and focuses on the conflicts that resulted from domestic and international migration during this period. Students will learn about the similarities and differences between the North and the South, learn the arguments for and against slavery, and evaluate proposals to resolve the issue of the expansion of slavery in the territories. Finally students will learn how American territorial growth led to sectional tensions, a civil war, and a reconstruction period characterized by both successes and failures. Leaders of the women's rights movement, looking to expand democracy, will be juxtaposed with leaders of the African American civil rights movement who were hoping to do the same in the face of prejudice and discrimination.
6	1865–1898	15 (11 sessions)	This unit covers the transformation of America from a predominantly rural, agricultural society to an urban, industrial society — a transformation that led to economic, political, diplomatic, social, environmental, and cultural changes. It deals with the rise of big business and organized labor, domestic and foreign migrations, and the agricultural revolution that accompanied the industrial revolution. Both the agricultural and industrial revolutions led to greater opportunities for immigrants, minorities, and women, but at the same time there were still many societal inequalities that needed to be addressed. Cultural and intellectual movements that challenged the social and economic order of the Gilded Age are also included.
7	1890–1945	22 (16 sessions)	This unit focuses on how an increasingly ethnically diverse United States began its rise to world power status and, along the way, dealt with the expansion of federal power to meet the challenges of a new century (Progressivism), World War I, the Great Depression, and World War II. During this time period American society was greatly transformed.
8	1945–1980	15 (11 sessions)	The United States became a super power after World War II, and this new status led to changing political and economic responsibilities at home and abroad and a changing social climate in the United States Topics covered include the Cold War and its impact on domestic and foreign affairs; causes of conflict in the Middle East; the civil rights movement; and the rapid economic, demographic, and technological changes that led to significant political and moral debates.
9	1980–Present	5 (4 sessions)	This unit covers the rise of the conservative movement and the impact of globalization. Students will also look at the foreign policy of presidents from Ronald Reagan to the present and the impact of the “war on terror.”

**Essential Questions:** ▼ What skills must students use to think and write like historians do? ▼ What themes will provide a framework for the study of AP U.S. History?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Interpretation	Davidson and Lytle, "The Strange Death of Silas Deane"  Kennedy, Cohen, and Bailey, vol. 1., Chapter 1  <b>Web</b> Taylor, Review of <i>1491: New Revelations of the Americas Before Columbus</i> , by Charles C. Mann	<b>Instructional Activity:</b> The reading is assigned and read prior to the first class period. During the first class period, students are assigned to heterogeneous groups of four or five students each, based on their PSAT reading scores from grade 10; the eight highest scorers serve as "group leaders." If groups work well together, they will remain intact for the year or for at least one semester. Students discuss "The Strange Death of Silas Deane" from the perspective of a historian doing research about a history mystery. I ask what they learned about the work of a historian and the skills historians need to complete their work.
Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence, Interpretation		<b>Instructional Activity:</b> Students compare and contrast the ideas of Charles C. Mann as described in Alan Taylor's review of <i>1491</i> with the ideas of Kennedy, Cohen, and Bailey in <i>The American Pageant</i> . In a whole-class discussion, students present competing reasons for beginning the AP U.S. History course by studying 1491 rather than 1492.
		<b>Formative Assessment:</b> I provide each group of students with descriptions of one of the seven course themes and one of the nine historical thinking skills from the <i>AP U.S. History Curriculum Framework</i> . Each group is responsible for providing evidence from the lesson of how their assigned theme and skill related to the learning that occurred in class that day.

After students share their answers, I use class discussion to assess student understanding of the skills and themes and use direct instruction to address any areas of weakness.

**Essential Questions:**

▼ What were the political, social, and economic characteristics of Native American societies in the pre-1607 period, and how was each society impacted by its geographical environment? ▼ To what extent did Native Americans fit into Crevecoeur’s explanation of American identity?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison, Appropriate Use of Relevant Historical Evidence, Historical Argumentation	<p><b>Web</b></p> <p>“National Museum of the American Indian - Collections Search”</p> <p>“Pre-Columbian Indian Macro-Cultures”</p> <p>“American Lives in Two Centuries: What Is an American?”</p>	<p><b>Instructional Activity:</b></p> <p>Prior to this class, I arrange students into four groups and assign each group one pre-Columbian Native American society to research online. Students acting as a group of researchers will “interview” an individual from one of these societies to determine the potential of this group to assimilate into the future American societies of the 17th and 18th centuries. In a modified Socratic seminar, students present information about the particular tribe that they researched. Interview questions are taken from the “American Lives in Two Centuries: What is an American?” online lesson plan.</p>
Comparison, Appropriate Use of Historical Evidence		<p><b>Formative Assessment:</b></p> <p>Students working in groups create “Mystery Native American” posters depicting one of the Native American groups about which they learned and evaluating the potential of that group to assimilate into American society. The posters highlight misunderstandings of the American Indian groups that can be addressed in discussion. Groups will exchange their posters, determine the identity of the Native American group depicted on the poster, and then grade the information presented on the poster according to the rubric the groups received when they created their posters.</p>

*Students correct any misconceptions or incorrect information on the posters they grade and share with the creators of the poster the most prominent misconception(s) they encountered.*

**Essential Questions:**

▼ Who participated in the Columbian Exchange and how did it impact them? ▼ How did the cultures of the Europeans, Africans, and Native Americans change as these groups came into contact? ▼ To what extent did Europeans, Africans, and Native Americans accept, resist, or accommodate the changes taking place?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Contextualization, Patterns of Continuity and Change over Time, Comparison, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	<p>Kennedy, Cohen, and Bailey, vol. 1, p. 14 (chart)</p> <p>Calloway, "From <i>New Worlds for All: Indians, Europeans, and the Remaking of Early America</i>"</p> <p>Jones, "From 'Virgin Soils Revisited'"</p> <p><b>Web</b></p> <p>Crosby, "The Columbian Exchange: Plants, Animals, and Diseases between the Old and New Worlds"</p> <p>Constitutional Rights Foundation, "The Columbian Exchange"</p>	<p><b>Instructional Activity:</b></p> <p>Using the chart in <i>The American Pageant</i> or Alfred W. Crosby's article as a resource, students categorize each product as coming from "Old World to New" or from "New World to Old." Students then conduct a full-class debate, based on the readings cited, on the question, <i>Was disease the key factor in the depopulation of the Native Americans in the Americas?</i></p> <p><b>Formative Assessment:</b></p> <p>Students, working in groups, identify the "winners" and "losers" in the "Columbian Exchange Contest," determining which area of the world benefited most from the Columbian Exchange and the one element (other than disease) that had the most profound impact on Africa, Europe, and the New World. Students compare the experiences of these different areas of the world in a whole-class discussion.</p>
Contextualization, Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence	<p>Some examples of possible primary sources include Kennedy and Bailey, vol 1, "Juan Ginés de Sepúlveda Belittles the Indians (1547)"; "Bartolomé de Las Casas Defends the Indians (1552)"; and "Aztec Chroniclers Describe the Spanish Conquest of Mexico (1519)"</p>	<p><b>Instructional Activity:</b></p> <p>I provide each group of students with a primary source document that relates to cultural changes in the New World affecting Europeans, Africans, or Native Americans. Using the SOAPStone strategy, students determine whether the changes resulted in acceptance, resistance, accommodation, or a combination of the three on the part of the affected group. One member from each student group presents the group's findings. Students should provide an example of how one of the individuals or groups accepted cultural change, resisted cultural change, or accommodated cultural change.</p>

*The whole-class discussion allows me to correct misunderstandings.*

*In the SOAPStone strategy, students examine primary source texts for the following qualities:*

- S - Speaker
- O - Occasion, immediate and long range
- A - Audience
- P - Purpose
- S - Subject
- Tone

## Unit 1: Unit-Level Summative Assessment

The assessment for this unit is combined with the assessment for Unit 2.

**Essential Questions:**

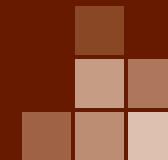
▼ How did the diverse patterns of European colonization by countries such as Spain, France, and England impact Native Americans socially, economically, and politically from the 15th through the 18th centuries? ▼ What factors impacted the political, social, and economic development of the colonial regions (the New England colonies, the middle colonies, and the Southern colonies [Chesapeake])? ▼ How did slavery in the British colonies differ from slavery in the Spanish and Dutch colonies?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Periodization, Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence, Historical Argumentation	Norton et al., Chapters 2 and 3  College Board, “AP United States History Curriculum Module: White–Native American Contact in Early American History,” pp. 32–40	<p><b>Instructional Activity:</b> Students participate in a Socratic seminar, playing the roles of consultants hired by a “think tank” to determine which European nation had the greatest impact on the Native American societies in areas that it colonized between the late 15th century and 1754. (Both the Socratic seminar activity and the formative assessment below are included in the curriculum module listed at left, available on AP Central.)</p> <p><b>Formative Assessment:</b> Working in small groups, students identify one turning point in relations between Native Americans and the Europeans for each of the three colonizing countries. Students must explain the significance of the date or event in the country’s relationship with the Native Americans. Afterward, students write a thesis statement linking the three turning points.</p>
Comparison, Historical Causation	Norton et al., Chapters 2 and 3	<p><b>Instructional Activity:</b> I arrange students into three or six groups (depending on class size) and give each group a map of a different colonial region. Each group then creates a list of the characteristics of the assigned region. One or two students from each group present information about the group’s region to the rest of the class, placing the information on chart paper. Students discuss the following questions: <i>Which region would have been most geographically and economically similar to England and most likely to have competed with her? Which region would have been favored by England because of the resources it could provide?</i></p>

Although the dates of Unit 2 have been established to provide some parameters for the study of history, there is some natural overlap between Units 1 and 2. Rather than study the impact of the Spanish and French separately from the impact of the British, I have chosen to have students study the colonization patterns together.

Based on their individual thesis statements, in the next class meeting I discuss the students’ understanding of turning points in the chronology of the period.

Maps do not have to be works of art, nor do they need to be in color, but they should contain pertinent geographic and climatic information.



**Essential Questions:**

▼ How did the diverse patterns of European colonization by countries such as Spain, France, and England impact Native Americans socially, economically, and politically from the 15th through the 18th centuries? ▼ What factors impacted the political, social, and economic development of the colonial regions (the New England colonies, the middle colonies, and the Southern colonies [Chesapeake])? ▼ How did slavery in the British colonies differ from slavery in the Spanish and Dutch colonies?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapter 3 Davidson and Lytle, “Serving Time in Virginia” Kennedy and Bailey, vol. 1, “Slavery in the Colonial Era” Birch, “Bones Tell of Harsh Md. Life in 1600s: Tales Emerge from Cemetery in Calvert Co.”	<b>Instructional Activity:</b> Students read a list of settlers who came to Jamestown on the first three voyages and make some generalizations about the people on the list. After discussing the articles, students compare settlers’ experiences in both colonies based on information in the readings. They then work in groups to analyze evidence found at a cemetery in Patuxent Point, Maryland, the oldest colonial cemetery in Maryland (1658–1685). Based on the evidence, students draw conclusions about life in the 17th-century Chesapeake region and determine whether the conclusions they reach support, refute, or modify what they have previously learned from their textbook and ancillary articles.
All skills	<b>Web</b> <i>AP United States History Document-Based Questions, 1973–1999</i>	<b>Formative Assessment:</b> Students discuss document-based questions in general and then respond to the Chesapeake and New England DBQ from the 1993 AP U.S. History Exam: <i>Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur? Use the documents and your knowledge of the colonial period up to 1700 to develop your answer.</i> The DBQ is one of the places where students can practice the skill of synthesis as well as use many other historical thinking skills.

*Students’ answers are used to identify misunderstandings about the different colonial regions, which can be addressed in the next class period.*

**Essential Questions:** ▼ How did continuing contact between Europeans and Native Americans (including wars with Native American tribes) affect European–colonial relationships and the cultures of each group?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time	Norton et al., Chapter 2 Kennedy and Bailey, vol. 1, “A Rhode Island Quaker Sympathizes with the Indians (1675)”	<b>Instructional Activity:</b> In small groups, students use graphic organizers to research and then share findings about five wars between colonists and Native Americans (Pueblo Revolt, Beaver Wars, Pequot War, Chickasaw War, and King Philip’s War). In addition, students engage in a close reading of “A Rhode Island Quaker Sympathizes with the Indians (1675)” to examine the cultural changes that impacted both groups. Students are then asked to individually rank the wars, with 1 being the war with the greatest impact on cultural change and relationships between Native Americans and colonists, and 5 being the war that had the least impact. In a class discussion, students provide at least one piece of relevant historical evidence to support their conclusions and state whether the impact of cultural change increased or lessened over time.

**Essential Questions:**

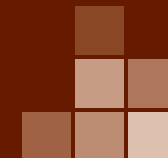
▼ How did increasing political, economic, and cultural changes within the “Atlantic World” impact the development of colonial societies in North America? ▼ How were the Great Awakening and the Enlightenment shaped by the “Atlantic World,” and how did these movements shape 18th-century British North American colonial society and subsequent American society? ▼ How successfully did Great Britain implement its mercantilist doctrine?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 4 Nash, “The Transformation of European Society”	<b>Instructional Activity:</b> Students collaboratively define the concept of <i>Anglicization</i> and analyze various components of it and the factors behind its acceleration during this period.
Historical Causation, Comparison, Historical Argumentation		<b>Formative Assessment:</b> For homework, students write a two-paragraph essay in response to the following prompt: <i>You are a colonist living in Maryland in 1754. You see British influence everywhere, even though many settlers, especially in Pennsylvania and Delaware, are from countries other than England. Write two paragraphs to a friend in England, one explaining which factor was most responsible for this Anglicization and why; and the other describing at least one political, one economic, and one cultural similarity between the colonies and England.</i>
Contextualization, Patterns of Continuity and Change over Time, Historical Causation, Appropriate Use of Relevant Historical Evidence, Historical Argumentation	Norton et al., Chapter 4 Kennedy and Bailey, vol. 1, “George Whitefield Fascinates Franklin (1739)” and “Jonathan Edwards Paints the Horrors of Hell (1741)” Nash, “The Transformation of European Society”	<b>Instructional Activity:</b> Students conduct research to generate a list of accomplishments and characteristics of the Great Awakening and the Enlightenment and categorize the statements. The class then holds a debate on the topic: <i>Did the Great Awakening or the Enlightenment have a greater impact on the 18th-century Atlantic World and American society from the 18th century to the present?</i> Students present on each side of the issue; they must support their arguments with relevant historical evidence. At the end of class, students move to a corner of the room to indicate whether the Great Awakening or the Enlightenment had the greatest influence on American society. I ask students whether the debate supported, refuted, or modified their initial ideas about which movement had the greatest influence.

Anglicization is a term that may not be familiar to most students, so it is important that they think about what it means and look up the word if necessary. The skill focused on in this activity is historical causation because students will be determining how the factor they are assigned resulted in Anglicization. As always, students will use relevant historical evidence to support their answers.

Responses are discussed with students before the unit review. If needed, we return to the idea of Anglicization in the lesson on mercantilism later in this module.





**Essential Questions:** ▼ How did increasing political, economic, and cultural changes within the “Atlantic World” impact the development of colonial societies in North America? ▼ How were the Great Awakening and the Enlightenment shaped by the “Atlantic World,” and how did these movements shape 18th-century British North American colonial society and subsequent American society? ▼ How successfully did Great Britain implement its mercantilist doctrine?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Contextualization, Patterns of Continuity and Change over Time, Historical Causation, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 4 Kennedy and Bailey, vol. 1, “Virginia Resents Restrictions (1671)”	<b>Instructional Activity:</b> I review the principles of mercantilism with students. We discuss trade routes, the provisions of the Navigation Acts, the Woolen Act, the Hat Act, and the Iron Act, and evaluate the benefits and burdens of mercantilism from the colonists’ point of view, based on prior textbook reading and analysis of available primary source documents. Students analyze a quotation from 1765 to discuss the benefits or burdens of mercantilism from the perspective of the colonists: “A colonist cannot make a button, a horseshoe, nor a hobnail, but some snooty ironmonger or respectable button maker of Britain shall bawl and squall that his honor’s worship is most egregiously maltreated, injured, cheated and robbed by the rascally American republicans.”

*Historical causation will be the principal skill that students use when working on this activity — the impact of mercantilism on the colonists. This activity also uses contextualization because to determine the impact on the colonists, students have to understand the reason for relying on mercantilist principles from the perspectives of the British and the other nations subscribing to this economic principle.*

## Units 1 and 2: Summative Assessment

Students answer 25 multiple-choice questions and one of the following essay questions, drawn from pp. 14–15 of the *AP U.S. History Curriculum Framework*:

1. Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).
2. Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century.

### Essential questions addressed:

- How did the cultures of the Europeans, Africans, and Native Americans change as these groups came into contact?
- How did the diverse patterns of European colonization by countries such as Spain, France, and England impact Native Americans socially, economically, and politically from the 15th through the 18th centuries?
- How did the cultures of the Europeans, Africans, and Native Americans change as these groups came into contact?

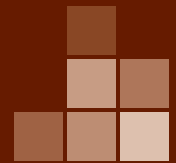
**Essential Questions:**

▼ How did Britain's victory over France in the Seven Years' War lead to new conflicts in North America? ▼ How did perceived and real constraints on the colonists' economic activities and political rights spark a colonial independence movement and war with Great Britain? ▼ What were the arguments for and against colonial independence from Great Britain?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Periodization, Appropriate Use of Relevant Historical Evidence, Interpretation, Historical Argumentation	Norton et al., Chapter 5 Kennedy and Bailey, vol. 1, "Sir William Johnson Describes the Indians' Grievances (1763)"; "Pontiac Rallies His Warriors (1763)"; "The Proclamation of 1763"; "William Burke Makes a Fateful Prediction (1760)"; "Benjamin Franklin Dismisses Burke's Fears (1760)"; "Andrew Burnaby Scoffs at Colonial Unity (1760)"; and "A Lawyer Denounces Search Warrants (1761)"	<b>Instructional Activity:</b> Before class, students complete a chart focusing on British legislation between 1763 and 1775. In class, student groups discuss a list of reasons for considering 1763 as a turning point and categorize the reasons as applying to colonial–British relations, colonial–Native American relations, or British–Native American relations and present their findings. Each group creates a small poster highlighting 1763 as a turning point for one of the three reasons listed, using at least two pieces of relevant historical evidence. Group discussion and teacher review of the posters are used to redirect instruction and guide future classes as we return to them over the course of the unit.
Historical Causation, Comparison, Appropriate Use of Relevant Historical Evidence, Interpretation	Kennedy and Bailey, vol. 1, "Benjamin Franklin Testifies Against the Stamp Act (1766)"	<b>Instructional Activity:</b> After students read the dialogue with Benjamin Franklin, I assign one student to play the role of Franklin and one student to play the role of a member of the House of Commons. Students collaborate with these individuals to construct positions on colonial responses to British legislation and other events impacting colonial life between 1765 and 1775, and the impact of these laws and events on colonial–British trade. I provide students with a list of groups living in the colonies in 1776; students then categorize each group as likely to side with the pro-separation colonists or the Tories.
	Kennedy and Bailey, vol. 1, "Two Views of the British Empire (1767, 1775)"	<b>Formative Assessment:</b> Students use the SOAPStone strategy to analyze and compare the two political cartoons in an exit ticket paragraph. Either after the paragraphs are completed or at the beginning of the next day's class after I have read the paragraphs, students share their comparisons with the class and discuss the following: <ol style="list-style-type: none"><li>1. To what extent did the Stamp Act and other British actions between 1763 and 1775 contribute to the drawing of these cartoons?</li><li>2. Was the purpose of the cartoons to encourage separation or conciliation? Explain.</li><li>3. Were the cartoonists ridiculing or supporting British policies?</li></ol>

*Although many skills are used throughout the lesson, this is a classic historical causation lesson because students look for perceived and real constraints on the colonists' economic activities and political rights that led to the colonial independence movement.*

*Answers exchanged in this discussion will help students understand the points of view presented in the following day's debate.*



**Essential Questions:** ▼ How did Britain’s victory over France in the Seven Years’ War lead to new conflicts in North America? ▼ How did perceived and real constraints on the colonists’ economic activities and political rights spark a colonial independence movement and war with Great Britain? ▼ What were the arguments for and against colonial independence from Great Britain?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence, Interpretation, Historical Argumentation	Norton et al., Chapter 5	<p><b>Instructional Activity:</b>                      Students use evidence gathered from primary and secondary sources to conduct a debate regarding whether the colonies should declare their independence and separate from England in May, 1776. Each student plays the role of a colonist or British citizen, either pro-separation or in favor of remaining with England. Students create résumés for their characters that include a bibliography. Next, students make a list of arguments for and against the colonists remaining with England. As each argument is presented, students evaluate their merits and evaluate reasons why one side had the more compelling case.</p>

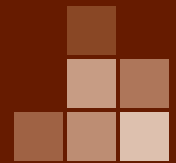
*Students should use at least one primary source and two secondary sources to research arguments made by their debate character. Volume 3 of The Annals of American History is particularly useful for this research.*

**Essential Questions:**

▼ What were the strengths and weaknesses of the colonists and the British on the eve of the American Revolution? ▼ How did the Declaration of Independence reflect the colonists' belief in the superiority of republican self-government based on the natural rights of the people? ▼ What were the political, economic, and social results of the American Revolution? ▼ What were the major compromises of the Constitutional Convention and the major arguments for and against the ratification of the Constitution?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Interpretation	Norton et al., Chapter 6 Cummins and White, <i>The American Revolution</i>	<b>Instructional Activity:</b> After reading the interpretation of the revolution made by Cummins and White, students use a T-chart to identify the strengths and weaknesses of the colonists and the British on the eve of the Revolutionary War. Students working in small groups engage in close reading and analyze the Declaration of Independence using guided reading questions prepared by me. In small groups students identify what they believe was the most compelling reason that the colonists were successful in the American Revolution and discuss the extent to which the Declaration of Independence reflected the belief in the superiority of republican self-government based on the natural rights of the people.
Historical Causation, Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapter 6 Degler, Chapter 3 <b>Web</b> "The Articles of Confederation"	<b>Instructional Activity:</b> Before class, students complete a homework assignment about the results of the American Revolution, with particular focus on the domestic and international political results and the social results involving rights of women and abolition of slavery. In small groups students discuss the extent to which the revolution produced "radical" results and use excerpts from the Articles of Confederation to analyze whether the American Revolution was conservative, radical, or somewhere in between. <b>Formative Assessment:</b> For homework, students write a short essay supporting, refuting, or modifying the following statement: "The American Revolution was fundamentally a conservative revolution."

*Students' written responses and the ensuing discussions provide me with opportunities to give oral and written feedback to students about their learning. I use the responses to introduce the next day's discussion of the strengths and weaknesses of the Articles of Confederation.*



**Essential Questions:**

▼ What were the strengths and weaknesses of the colonists and the British on the eve of the American Revolution? ▼ How did the Declaration of Independence reflect the colonists’ belief in the superiority of republican self-government based on the natural rights of the people? ▼ What were the political, economic, and social results of the American Revolution? ▼ What were the major compromises of the Constitutional Convention and the major arguments for and against the ratification of the Constitution?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapter 7  <b>Video</b> <i>A Little Rebellion</i>  <b>Web</b> “The Articles of Confederation”	<b>Instructional Activity:</b> Students read the Articles of Confederation and discuss the relationship between the overall results of the revolution and the writing of the Articles of Confederation. Each small group of students analyzes a primary source document that shows either a strength or weakness of the government under the Articles of Confederation. I show the DVD, <i>A Little Rebellion</i> , about the Articles of Confederation and the calling of the constitutional convention, and students respond to guiding questions. Next, students analyze quotations by George Washington, Benjamin Franklin, and John Jay about the effectiveness of the Articles of Confederation as a form of government in 1786 and the critical nature of this period.
Comparison, Appropriate Use of Relevant Historical Evidence, Interpretation, Historical Argumentation, Synthesis	Norton et al., Chapter 7  Degler, Chapter 3 <i>Annals of American History</i>  <b>Web</b> “The Federalist No. 10”  Madaras and SoRelle, “Were the Founding Fathers Democratic Reformers?”	<b>Instructional Activity:</b> Students review the major principles and discuss the major compromises embedded in the U.S. Constitution. Students analyze “The Federalist No. 10” from the <i>Federalist Papers</i> . Taking the roles of Federalist or anti-Federalist historical characters, students debate arguments for and against the ratification of the Constitution. Students also prepare résumés for their characters. I summarize the lesson by asking students why the Federalists, though in the minority, were the more successful of the two groups.  <b>Formative Assessment:</b> Students evaluate the merits of the arguments they heard in the debate and write a one-paragraph editorial supporting either the Federalist side or the anti-Federalist side, citing at least two pieces of supporting evidence heard in the debate.

Student responses are used to inform discussion about the significance of both perspectives before the unit exam.

**Essential Questions:**

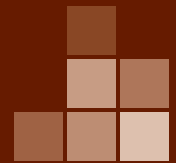
▼ What were the migration patterns of British and Spanish settlers in North America? ▼ What problems arose and what political and/or diplomatic initiatives were taken by the U.S. government as Americans moved westward? ▼ Why did political parties develop and what positions did their members take on various economic, political, social, and foreign policy issues?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapters 5, 6, 7, and 8	<b>Instructional Activity:</b> Students analyze maps of the 13 colonies, the United States and its neighbors in 1754, and the United States and its neighbors in 1800 for continuities and changes. Students discuss the causes of barriers to migration existing in 1754, 1776, and 1800. Using maps of North America, students identify areas into which Spanish settlers and British settlers migrated during the 18th century. Discussion focuses on these questions: <i>What were the implications of Spanish expansion in California, and who was most affected? What were the implications of American settlement in the west and southwest, and who was most affected?</i>
Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapters 2, 3, 7, and 8 Calloway, <i>First Peoples</i> , “Western Indians, Message to the Commissioners of the United States (1793)”	<b>Instructional Activity:</b> Continuing the previous day’s discussion, students engage in a jigsaw activity by forming groups based on their assigned homework to research one of the following topics: back country settlers, Native Americans, slaves and free blacks, and women. Students in these expert groups compare notes and update their information. Students then form new groups of four, with each of the four students having researched one of the topics. Students present information to the rest of the group about the status of their researched population as migrating or impacted by migrations, the conflict(s) that ensued as a result of the migrations, resolutions to the conflicts, and any cultural blending that resulted or regional identities that developed.
		<b>Formative Assessment:</b> Students write a short essay in which they analyze one example of migration’s role in regional development, cultural diversity, or social conflict between 1754 and 1800. Their responses will be used in a discussion during the following classes, in which students complete a chart showing the impact of migration in each of the three areas and determine the area in which migration had the greatest impact. Responses will become part of an ongoing discussion of the impact of migration on American history.

*The map of Spanish missions in Calloway’s First Peoples is particularly good, as is the chart in Henretta and Nobles’s Evolution and Revolution.*

*Calloway’s First Peoples contains many good sources about conflicts between early Americans and Native Americans.*

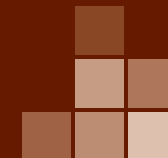
*Students’ written responses and the ensuing discussions provide me with opportunities to give oral and written feedback to students about their learning; this also helps me decide if students are ready to progress to the next topic.*



**Essential Questions:** ▼ What were the migration patterns of British and Spanish settlers in North America? ▼ What problems arose and what political and/or diplomatic initiatives were taken by the U.S. government as Americans moved westward? ▼ Why did political parties develop and what positions did their members take on various economic, political, social, and foreign policy issues?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapters 7 and 8 Kennedy, Cohen, and Bailey, vol. 1, p. 206, Table 10.2 (sample timeline) and p. 219, Table 10.3 (Federalist and Democratic-Republican ideas)	<b>Instructional Activity:</b> Students complete a timeline of the evolution of U.S. political parties from 1787 to the present in which they explain the meanings of the terms <i>liberal</i> and <i>conservative</i> in today’s society and compare their current definitions to the definitions of those terms in the 1790s. Students then analyze Alexander Hamilton’s financial plan, asking why this plan was considered “conservative” in the 1790s. They conclude by reading George Washington’s Farewell Address and briefly discussing why political parties emerged despite Washington’s warnings.
		<b>Formative Assessment:</b> Students are provided with a quotation by John Jay: “[T]he people are the sovereign of this country . . . The people have reason to prize and rejoice in such valuable privileges, and they ought not to forget that nothing but the free course of constitutional law and government can ensure the continuance and enjoyment of them.” Students are asked to decide whether it represents the ideas of a 1780s liberal or conservative, Federalist, or Democratic-Republican.

*Student responses are used as the basis of a further discussion of the political spectrum in the 1790s.*



## Unit 3: Unit-Level Summative Assessment

Students answer 20–25 multiple-choice questions, one short essay question, and one of the following long essay questions:

1. How did imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influence the origins and patterns of development of North American societies in the colonial period? Provide one example of competition and one example of exchange in your response.
2. How did changing religious ideals, Enlightenment beliefs, and republican thought shape the politics, culture, and society of the time period from the colonial era through the early Republic?

### Essential questions addressed:

- How did Britain's victory over France in the Seven Years' War lead to new conflicts in North America?
- How did perceived and real constraints on the colonists' economic activities and political rights spark a colonial independence movement and war with Great Britain?
- How did the Declaration of Independence reflect the colonists' belief in the superiority of republican self-government based on the natural rights of the people?
- What were the major compromises of the Constitutional Convention and the major arguments for and against the ratification of the Constitution?



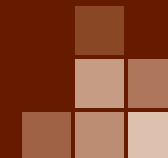
**Essential Questions:**

▼ What changes and continuities in democracy did Americans experience between 1800 and 1848? ▼ How did ideas promoted by the Second Great Awakening and major reform movements help Americans match democratic political ideals to political institutions and social realities? ▼ What were the changes and continuities in the elements of the new national culture that emerged between 1800 and 1848?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Historical Causation	Norton et al., Chapter 12 Remini, “The Jacksonian Revolution” or Brown, <i>The Hero and the People</i>	<b>Instructional Activity:</b> Students analyze a list of political occurrences and ideas (with relevant background information) in the United States between 1800 and 1848 for their significance in illuminating changes in U.S. political life. Students predict the big-picture impact that these occurrences might have had on American society and government throughout the period in question. Working in groups, students take a list of the characteristics of Jeffersonian democracy and modify the statements to reflect the political and ideological changes taking place during the period of Jacksonian democracy.
Historical Causation, Comparison	Norton et al., Chapter 9 McGinty, “The Great Chief Justice”	<b>Instructional Activity:</b> Working in small groups, students create short synopses of six major antebellum Supreme Court decisions, examining the major principle established by each case and its significance. Students complete a chart comparing and contrasting the leadership and ideas of the National Republicans/Whigs and Democrats on the major social, political, and economic issues of their day.
		<b>Formative Assessment:</b> Students write an essay responding to the following prompt: <i>Throughout our history, the Supreme Court has acted as a partisan political body rather than a neutral arbiter of constitutional principles. Support, modify, or refute this generalization for the period of the Marshall Court from 1801–1835.</i> We then conduct a debate in which students defend their essay responses. This activity is used as a bridge to a discussion of extra-partisan reform movements in the next class period.

*Historical causation (cause and effect) is the major skill students apply in the Chief Justice John Marshall activity, especially when making connections between occurrences in Marshall’s life and the direction in which he took the Supreme Court.*

*I use students’ essays and oral arguments to gauge their understanding of partisanship during this period; I then provide feedback as necessary.*


**Essential Questions:**

▼ What changes and continuities in democracy did Americans experience between 1800 and 1848? ▼ How did ideas promoted by the Second Great Awakening and major reform movements help Americans match democratic political ideals to political institutions and social realities? ▼ What were the changes and continuities in the elements of the new national culture that emerged between 1800 and 1848?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Comparison, Historical Causation	Norton et al., Chapter 11  Students can use one or more primary source readers to help them with their research. Chapter 15 in Kennedy and Bailey, vol. 1, and Volumes 6, 7, and 8 of the <i>Annals of American History</i> contain many primary sources.	<b>Instructional Activity:</b> We conduct either a “Reformers’ Convocation” or a salon activity in which students play the roles of reformers asking the government to provide support and/or money for their goals and ideas. Each student is responsible for asking two higher-level thinking questions of reformers not in their group. Each student must submit a résumé with three bibliographical sources, one of which must be a primary source. After the activity students discuss the goals and successes of all the reform movements during this period, such as: Which reform movements shared members or had the most in common? To what extent did the reform movements achieve success before the Civil War? What relationship did the reform movements have to the growth of participatory democracy?
Continuity and Change over Time, Comparison, Historical Causation	Norton et al., Chapters 9 and 13	<b>Instructional Activity:</b> Students view paintings and architectural styles from the antebellum period and read brief excerpts from pieces of romantic literature. Next, they explore similar characteristics among the three forms of cultural expression. Students compare their lists with a teacher-generated list; I ask students which characteristics were most prevalent in the art and literature they analyzed. Students then discuss how American art and literature of this period were similar to and different from art and literature of the 18th century. For homework, students research one piece of art or literature that they viewed during class and write a paragraph connecting it directly to a particular emerging democratic ideal or conception of national identity.

*This activity may take two days, depending on the number of students, but it is well worth spending the extra time to go into more depth. Although students will have to know that the other reform movements existed, they only have to know their own reform movement well.*

**Essential Questions:**

▼ What were the causes of the market revolution, and to what extent did the market revolution have an impact on politics, society, population movements, and economics? ▼ What were the causes of Americans' resistance to initiatives for democracy and inclusion in the period 1800–1848, and did this resistance represent a change or continuity from previous behavior?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Historical Causation, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 11	<b>Instructional Activity:</b> Divide students into groups and have them, in jigsaw fashion, share and record information about the political, cultural, demographic, and ideological characteristics for one section of the United States (North, South, or West) resulting from the economic and technological changes of this time. In group presentations, students explain how the market revolution helped widen the gap between rich and poor, shaped the emerging middle and working classes, caused increasing separation between home and workplace, and led to transformations in gender and family roles.
Patterns of Continuity and Change over Time, Comparison, Historical Causation	Norton et al., Chapters 10 and 11  Relevant primary sources include Kennedy and Bailey, vol. 1, "The Coming of the Irish (1836)," "The Burning of a Convent School (1834)," "Jackson Endorses the Indian Removal (1829)," and "Chattel Slavery Versus Wage Slavery (1840)"  Carnes, <i>Us and Them: A History of Intolerance in America</i>	<b>Instructional Activity:</b> Students, working in groups, predict the response of the North, South, and West to seven prominent antebellum issues, providing evidence to support each of their predictions. They then conduct research to see if their predictions were correct. Next, student groups read excerpts from at least one primary and one secondary source highlighting the ways Americans resisted initiatives for democracy and inclusion and discuss whether these initiatives represented a change or continuity from past behavior.  <b>Formative Assessment:</b> I locate a political cartoon or visual that deals with a negative response to democratic initiatives. Students analyze the image using the SOAPStone strategy and write a paragraph about the impact of this negative response on U.S. society. This assessment becomes the basis for a discussion at the beginning of the next class period about the limits of democratization.

*Students critique one another's responses and receive feedback from me as needed.*

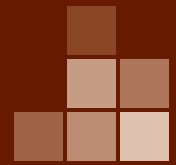
**Essential Questions:**

▼ What were the motives for the various land acquisitions of the United States between 1800 and 1848? ▼ To what extent did members of various groups initiate, champion, or resist the expansion of territory and the expansion of government powers during the period 1800–1848?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Historical Causation, Contextualization, Relevant Use of Historical Evidence	Norton et al., Chapter 13  Greenberg, <i>Manifest Destiny and American Territorial Expansion: A Brief History with Documents</i> has a great deal of information about territorial expansion and contains many primary source documents.	<p><b>Instructional Activity:</b> For homework I assign students one of several territorial acquisitions to research (e.g., Texas, California, New Mexico). Students use information in their textbooks and available primary source documents and focus on these debates for contemporaries: <i>Should slavery spread to the new territories? Is westward expansion America's destiny? What should be done with the Native Americans in the territories? How should Tejanos in lands taken from Mexico be assimilated?</i> In class, students who researched the same areas work in groups to identify at least two issues that arose as a result of their assigned acquisition. They share with the whole class their explanation of whether their group was positively or negatively impacted by the expansion of U.S. territory.</p> <p><b>Formative Assessment:</b> Students compose a paragraph arguing which group was impacted most negatively and which group was impacted most positively by expansion of U.S. territory.</p>
Patterns of Continuity and Change over Time, Contextualization, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 13  Various primary source documents	<p><b>Instructional Activity:</b> Students debate whether the U.S. government should support the idea of Manifest Destiny, taking the roles of individuals who were involved in this debate on the national level. Issues covered include annexation of Texas, the Oregon question, and the Mexican War. Students then take the position of a supporter or opponent of Manifest Destiny, creating a poster that contains arguments either for or against territorial expansion and explaining territorial expansion's results. The posters must contain the names of the groups, states, regions, and political party that would support their positions.</p>

*I provide written feedback to students' paragraphs. Incomplete evidence in student responses helps me address specific learning needs through reteaching.*

*Roles should be assigned 1–2 weeks in advance, and students should prepare a résumé with a minimum of five sources in their bibliographies. At least one of those sources must be a primary source.*



## Unit 4: Unit-Level Summative Assessment

Students answer 20–25 multiple-choice questions, one short essay question, and one long essay question.

Short essay question (students choose one):

1. Explain how one group of people championed or resisted the expansion of government powers in the period from 1800 to 1848.
2. Explain how one group of people championed or resisted the expansion of territory in the period from 1800 to 1848.

Long essay question:

Analyze the motives behind and the results of one economic, military, or diplomatic initiative aimed at expanding U.S. power and territory in the Western Hemisphere between 1800 and 1848.

### Essential questions addressed:

- What changes and continuities in democracy did Americans experience between 1800 and 1848?
- What were the motives for the various land acquisitions of the United States between 1800 and 1848?
- What were the beliefs underlying the doctrine of Manifest Destiny?

**Essential Questions:** ▼ What were the beliefs underlying the doctrine of Manifest Destiny? ▼ Why did conflicts result from international and domestic migration between 1844 and 1877?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Comparison, Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapter 13	<b>Instructional Activity:</b> Before class, students are arranged into groups representing people who migrated west (such as pioneers headed to the Willamette Valley of Oregon) and directed to research how and why these groups went west, the nature of the land they encountered, and how they both transformed the environment and impacted Native Americans. In class, students are shown O’Sullivan’s quote about Manifest Destiny and asked to explain the beliefs underlying this concept, identifying the push-and-pull factors that brought people west. Students collaboratively complete a map of westward expansion and overland trails. Finally, students are given a primary source document to analyze and discuss the impact of westward expansion on either Native Americans or the environment.
Patterns of Continuity and Change over Time, Historical Causation, Comparison, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapters 11 and 14 Koerner, “A German Newcomer on Immigration” Greeley, “The Hard Lot of the Irish”	<b>Instructional Activity:</b> Students make five generalizations about demographic data related to Irish, German, and Chinese immigration or immigration in general. Next, in a Socratic seminar, students debate the following questions: <i>How and why did free and forced migration to and within different parts of North America cause cultural diversity, blending, and political and social conflicts in the period 1844–1877? How did migration patterns to and within the United States influence the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness?</i> Students can use the immigration demographic data to identify patterns of change or continuity over time. Students can also use the relevant evidence to compare immigration patterns.

*Works of art about the west that can be used to further enhance this lesson include Thomas Cole’s The Subsiding Waters of the Deluge; Emanuel Gottlieb Leutze’s Westward the Course of Empire Takes Its Way; Albert Bierstadt’s Among the Sierra Nevada, California; Francis William Edmonds’s The Speculator; and George Catlin’s Wi-jún-jon, Pigeon’s Egg Head (The Light) Going to and Returning from Washington, which are all in the Smithsonian’s collections.*

*Because of the overlap between Periods 4 and 5, much of Key Concept 5.1 was covered in activities related to Key Concept 4.3.*

**Essential Questions:** ▼ What were the similarities and differences between Northern and Southern societies? ▼ What were the arguments for and against slavery, and why did proposals made to resolve the issue of slavery in the territories fail?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapters 10 and 12  <b>Web</b> "Tocqueville: Book I Chapter 18"	<p><b>Instructional Activities:</b> After completing the Tocqueville reading, in small groups students role-play a number of debates simultaneously in the same room (10–12 minutes total) between various apologists for slavery and abolitionists, with some students acting as newspaper editors to judge the debate. Following the debates, the editors discuss whether to support or oppose passage of the Compromise of 1850 based on arguments from the debates. I use peer grading for this activity.</p> <p><b>Formative Assessment:</b> Students write a letter to the editor in which they identify the provisions of the Compromise of 1850, determine which of the provisions favored the North and which favored the South, and explain why the compromise should or should not be passed. Playing the role of Henry Clay, I ask students representing either the North or South for advice about his proposed compromise. Letters can be compiled into an "editorial page" and used to launch a discussion of how each position played out in subsequent conflicts and how the compromise influenced events between 1850 and 1859, leading toward Civil War.</p>
Comparison, Historical Causation, Contextualization, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 11	<p><b>Instructional Activity:</b> Students are given events from the curriculum framework and others of the teacher's choosing relating to slavery. Working in groups, students must convince the rest of the class that the event they research and present played the most important role in causing the Civil War.</p> <p><b>Formative Assessment:</b> Students choose one event and write a short essay explaining why they believe this event had the greatest impact on the coming of the Civil War. In their essays, students should include one other event and explain why it had less of an impact.</p>

Students should use relevant historical evidence from primary sources to support their arguments and argue from the perspective of people living in the time period studied, some of whom owned slaves. They will also have the opportunity to view the time period from the perspective of a foreign visitor to the United States.

Students' written responses and the ensuing discussion provide an opportunity for me to offer feedback about their learning; they also help me determine whether students are ready to move on to the next topic.

In focusing on causation, this activity requires students to think about how various historical events contributed to the coming of the Civil War and then to compare the impact of these various events.

I explore the idea of causality in the context of providing students with written and oral feedback about their responses.

**Essential Questions:**

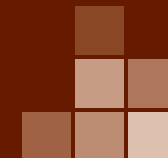
▼ What problems were faced by the North and South in fighting the Civil War? ▼ What were the main elements of the presidential and congressional reconstruction plans, and how did the struggle between the two branches alter power relationships? ▼ What were the successes and failures of Reconstruction? ▼ How were citizenship rights, equal protection of the laws, and voting rights granted to African Americans stripped away between Reconstruction and the latter part of the 19th century? ▼ How were women’s rights leaders and the organizations to which they belonged both emboldened by and divided over the 14th and 15th Amendments to the Constitution?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Comparison, Interpretation	Norton et al., Chapter 15 <b>Web</b> “Ottawa, August 21, 1858 — Abraham Lincoln” “Abraham Lincoln’s First Inaugural Address” “Abraham Lincoln’s Letter to Horace Greeley”	<b>Instructional Activity:</b> For the previous night’s homework, students answer an assigned question about the Civil War. In class, students compare the advantages of the North and South in fighting the Civil War and determine which side had the greater advantage. Students with the same homework question form groups to compare their answers and add information, if necessary. Then students form groups of six in jigsaw fashion, with each student having answered a different homework question. Students share their answers to the assigned homework questions and complete a chart relating to problems faced by North and South in fighting the Civil War. Students then analyze short primary source excerpts from the Lincoln–Douglas debates, Abraham Lincoln’s first inaugural address, and Lincoln’s letter to Horace Greeley.  <b>Formative Assessment:</b> Students write a short essay in which they identify and explain one issue settled by the Civil War and one issue left unresolved by the Civil War. These essays will be used to introduce the next day’s lesson.
Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 16	<b>Instructional Activity:</b> Using information cited in the essays written in the previous class, students share issues that were settled by the Civil War and issues left unresolved by the war. Students brainstorm additional issues that confronted the nation at the end of the Civil War. What would be put in place to ensure that the Northern sense of purpose and identity prevailed? I divide the class into six groups: freedmen, Northerners (radical and moderate), Southerners (radical and moderate), and representatives of foreign governments. Students are given a description of the interest group they are representing and asked to determine what their group’s members sought from Reconstruction, what the members stood to gain or lose, and how they would respond to Emancipation.

*As students research their assigned questions and share the relevant information, they should see how the North and South dealt with each of the problems during the span of the Civil War and recognize either continuity or change.*

*I provide written and verbal feedback to students about their essays; this also helps me determine whether students are ready to move on to the next topic.*





**Essential Questions:**

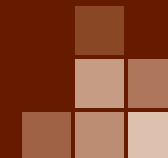
▼ What problems were faced by the North and South in fighting the Civil War? ▼ What were the main elements of the presidential and congressional reconstruction plans, and how did the struggle between the two branches alter power relationships? ▼ What were the successes and failures of Reconstruction? ▼ How were citizenship rights, equal protection of the laws, and voting rights granted to African Americans stripped away between Reconstruction and the latter part of the 19th century? ▼ How were women’s rights leaders and the organizations to which they belonged both emboldened by and divided over the 14th and 15th Amendments to the Constitution?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 16 <b>Web:</b> “Proclamation of Amnesty and Reconstruction” “Proclamation of Amnesty and Reconstruction, Andrew Johnson, May 29, 1865” “The Emancipation Proclamation, January 1, 1863” “Reconstruction Amendments of the United States Constitution (1865-1870)” “Civil Rights Act of 1866”	<b>Instructional Activity:</b> Students develop a timeline of Reconstruction events that took place between 1862 and 1877. I pose the question, <i>If presidential Reconstruction was concluded by December 1865, what happened to let Congress take control?</i> I divide the class in half: one group analyzes documents relating to presidential Reconstruction (Lincoln’s and Andrew Johnson’s amnesties) and the other group analyzes documents relating to congressional Reconstruction (the Reconstruction amendments and the Civil Rights Act of 1866). Students present their findings and compare and contrast the two plans. In their concluding discussion, students evaluate the presidential and congressional reconstruction plans to determine who had the most to gain and the most to lose from each plan.
Patterns of Continuity and Change over Time, Appropriate Use of Relevant Historical Evidence, Historical Argumentation, Interpretation	Norton et al., Chapter 16 Degler, Chapter 8, pp.228–257 Foner, “The New View of Reconstruction” Textbook selections of various interpretations of the success or failure of Reconstruction	<b>Instructional Activity:</b> Students debate whether Reconstruction was a success or a failure. Working in groups, students analyze different political cartoons to determine whether each one portrays Reconstruction as a success or failure, and then present their analyses. The lesson ends with a four-corners activity in which students choose (and then defend) one of four historical interpretations of Reconstruction.
Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence, Historical Argumentation	Norton et al., Chapter 20 DuBois and Dumenil, <i>Through Women’s Eyes</i> (contains many primary sources that can be used for this activity)	<b>Instructional Activity:</b> Provide small groups of students with one of six to eight primary sources written by a leader of the women’s rights movement in this period, reflecting that leader’s attitudes about the 14th and 15th Amendments. Members of each group analyze their assigned source using SOAPStone and present their analysis to the class. Next, they individually write and deliver a speech from the perspective of the woman whose work they analyzed, firmly advocating her beliefs regarding women’s rights and women’s suffrage.

*This is a comparison activity using relevant historical evidence from the documents. Students should also see the changes that took place over time as Reconstruction moved from the hands of the executive branch to the hands of the legislative branch.*

*Although students interpret different historians’ views of the successes and failures of Reconstruction, the principal skill students work on in this activity is argumentation supported by relevant historical evidence. Students should also be able to see continuities and changes during this period regarding social and political rights granted to African Americans.*

*In this activity students have the opportunity to not only compare attitudes of leaders of the women’s rights movement in the late 19th century in the context of the time period, but also to argue a leader’s point of view.*

**Essential Questions:**

▼ What problems were faced by the North and South in fighting the Civil War? ▼ What were the main elements of the presidential and congressional reconstruction plans, and how did the struggle between the two branches alter power relationships? ▼ What were the successes and failures of Reconstruction? ▼ How were citizenship rights, equal protection of the laws, and voting rights granted to African Americans stripped away between Reconstruction and the latter part of the 19th century? ▼ How were women’s rights leaders and the organizations to which they belonged both emboldened by and divided over the 14th and 15th Amendments to the Constitution?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
		<b>Formative Assessment:</b> In a reflection paragraph, students evaluate which women’s rights leader had the best plan to achieve women’s suffrage and women’s rights.

*I provide written feedback for each student’s paragraph. Their answers are used to summarize the discussion and make connections to Period 4.*

## Unit 5: Unit-Level Summative Assessment

Students answer 20–25 multiple-choice questions and one long essay question.

Long essay question (students choose one):

1. Analyze the ways in which controversy over the extension of slavery into western territories contributed to the coming of the Civil War. Confine your answer to the period 1845–1861. (Question 3 from the 2010 AP U.S. History Exam; see Resources)
2. Analyze how migration patterns to and within the United States have influenced the growth of ethnic identities and conflicts over ethnic assimilation and distinctiveness.

### Essential questions addressed:

- What were the similarities and differences between Northern and Southern societies?
- What were the arguments for and against slavery, and why did proposals made to resolve the issue of slavery in the territories fail?
- Why did conflicts result from international and domestic migration between 1844 and 1877?
- How were citizenship rights, equal protection of the laws, and voting rights granted to African Americans stripped away between Reconstruction and the latter part of the 19th century?

**Essential Questions:**

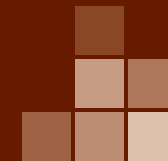
▼ What factors facilitated the transformation of the United States from an agricultural to an increasingly industrialized and urbanized society in the Gilded Age? ▼ How did both industrialization and the development of labor systems that accompanied industrialization in the late 19th century shape U.S. society and workers' lives? ▼ How did westward migration, new systems of farming and transportation, and economic instability lead to political and popular conflicts in the late 19th century?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Interpretation, Historical Argumentation	Norton et al., Chapter 18 Degler, pp. 267–271 Matthew Josephson or Maury Klein's article answering the question, <i>Was John D. Rockefeller a "Robber Baron"?</i> in Kuzirian and Madaras, <i>Taking Sides</i> , vol. 2	<b>Instructional Activity:</b> Students brainstorm a list of factors that might have contributed to the change of the United States from a largely agricultural to an industrialized nation. Next, based on readings of primary and secondary source documents for homework completed the night before, students debate whether practices and philosophies of late 19th-century businessmen made them robber barons or captains of industry. Students conclude by participating in a two-corners activity based on whether they think these men were robber barons or captains of industry and discuss reasons for their choices.
Historical Causation, Patterns of Continuity and Change over Time, Comparison	Norton et al., Chapter 18 Smith, "How the Other Side Lived" United States History Free-Response Questions: 2000	<b>Instructional Activity:</b> Using information from background knowledge, homework reading in the textbook, and a few documents from the 2000 DBQ about organized labor, students discuss the contrast between the benefits U.S. workers receive today with benefits they received in 1865–1900. In pairs, students analyze explanations of various workforce tactics used during this period and categorize them as benefiting either management or labor and evaluate their potential effectiveness.  <b>Formative Assessment:</b> As a homework activity, students compile a list of ways in which industrialization and the development of related labor systems shaped U.S. society and workers' lives in the late 19th century, categorize the items in that list, and then select the most important factor within each category, providing evidence to support the choice.

Any available readings that provide multiple perspectives about the industrial leaders of the late 19th century may be used for this activity.

Comparison is an essential component of this lesson because students can make connections between what they know about labor issues today and what occurred in the past and see the changes in labor issues that took place from the late 19th to the mid-20th century.

I provide written feedback on students' homework. Discussion of their responses also allows for feedback on understanding of the period.



**Essential Questions:**

▼ What factors facilitated the transformation of the United States from an agricultural to an increasingly industrialized and urbanized society in the Gilded Age? ▼ How did both industrialization and the development of labor systems that accompanied industrialization in the late 19th century shape U.S. society and workers’ lives? ▼ How did westward migration, new systems of farming and transportation, and economic instability lead to political and popular conflicts in the late 19th century?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 17 Bierstadt, <i>Among the Sierra Nevada, California</i> <b>Web</b> Petty, “History of the South: The Southern Revolt”	<b>Instructional Activity:</b> In a whole-group discussion, students analyze a map detailing the crops of the various farming regions in the late 19th century and compare the economies of each region. Students then analyze Bierstadt’s painting and the following quotation from Thomas Cole: “If nature were untouched by the hand of man, then man could be more easily acquainted with the hand of God.” They discuss the questions: <i>What movement of today was beginning to evolve in the latter part of the 19th century? Against whom were conservationist organizations battling and why?</i> Finally, in small groups, students design a poster to attract new membership for one of the organizations discussed — either a farmers’ organization or a conservationist organization.

**Essential Questions:**

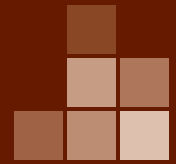
▼ Why did the emergence of an industrial culture lead to both greater opportunities and greater benefits for immigrants, minorities, and women? ▼ What were the inequalities experienced by immigrants, minorities, and women, and how did reformers attempt to address them? ▼ How did government policies and technological changes lead to increased conflict within the United States?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapter 19  Kennedy and Bailey, vol. 2, Chapter 25, including “Percentages of foreign-born in European and New World populations, 1870–1910 and 2000” (p. 109)  <b>Video</b> <i>New York: A Documentary Film</i> , episode 4: “The Power and the People”	<b>Instructional Activity:</b> Students begin by discussing the textbook’s comparison of characteristics of the “new migrants” from Southern and Eastern Europe with the characteristics of the “old migrants” from northern and western Europe. We read and discuss at least one primary source showing the reactions of native-born Americans to the “new migrants.” After viewing a segment about immigration from <i>New York: A Documentary Film</i> , students discuss the idea of Americanization and analyze ethnic identity during this period.  <b>Formative Assessment:</b> Students working in groups identify and explain three ways that changes in the numbers and sources of international migrants in the late 19th century altered the ethnic and social make up of the U.S. population.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence	<b>Video</b> <i>New York: A Documentary Film</i> , episode 3: “Sunshine and Shadow”	Students watch additional excerpts from <i>New York: A Documentary Film</i> , particularly the segment about political machines. After dividing into groups, students use primary and secondary sources to research one of the following and the role it played in helping native-born people and migrants deal with restrictions and inequities or adjust to life in urban environments: political machines, settlement houses, women’s clubs, and self-help groups. Students make group presentations to the class. After evaluating the information from their discussion notes, students, now working on their own, select the group they feel made the greatest contribution to helping migrants or women deal with restrictions and inequities and write a two-paragraph commendation letter detailing the reasons for the selection.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Appropriate Use of Relevant Historical Evidence,	Norton et al., Chapters 15 and 17	<b>Instructional Activity:</b> Students brainstorm a list of government policies and technological changes that occurred in the late 19th century and explain how these policies and changes led to conflicts. They then discuss the extent to which the Civil War served as a catalyst for the policies, changes, and ensuing conflicts, creating a class timeline that will serve as a chronological framework for the discussion.

*Responses, shared and critiqued by peers and by me, are used to direct discussion of immigration and ethnicity in Units 6 and 7.*

*Throughout this lesson, students think about the reasons why the various groups came into existence and the extent to which the organizations accomplished their goals (historical causation). As they evaluate the successes of the groups, they compare those successes by using relevant historical evidence.*

*Periodization is an important skill that will be developed in this lesson because students view the Civil War as a turning point for other conflicts in the late 19th century.*



**Essential Questions:** ▼ Why did the emergence of an industrial culture lead to both greater opportunities and greater benefits for immigrants, minorities, and women? ▼ What were the inequalities experienced by immigrants, minorities, and women, and how did reformers attempt to address them? ▼ How did government policies and technological changes lead to increased conflict within the United States?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
		<p><b>Formative Assessment:</b> Working individually, students select the government policy or technological change in the period 1865–1898 that, in their opinion, provided the greatest ideological conflict and the change that provided the greatest cultural conflict; they articulate their arguments in a short essay. Students then share answers in small groups and reach group consensus before sharing and defending their group’s choices with the entire class. The essays inform discussions of political change during the rest of this unit.</p>

*I provide written and verbal feedback to students’ essays and group arguments; this also allows me to determine whether students are ready to move on to the next topic.*

**Essential Questions:**

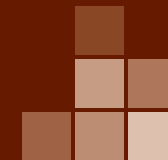
▼ How did African American activists articulate visions of political, social, and economic equality? ▼ What were the goals of reformers in the late 19th century? ▼ How did cultural and intellectual movements challenge the social and economic order of the Gilded Age?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapters 16 and 20 <i>Sample Activity from the Pre-AP Workshop: Pre-AP Strategies in Social Studies — Writing Tactics Using SOAPStone</i>	<b>Instructional Activity:</b> I divide the class into groups of six. Each group analyzes one primary source document written by one of six African American leaders (Frances Harper, Henry McNeal Turner, Ida B. Wells, Booker T. Washington, W.E.B. DuBois, T. Thomas Fortune) that sets forth the leader’s plan to deal with the problems faced by African Americans at the end of the 19th century and the beginning of the 20th century. Students in each group work together to create a 2-minute summary speech as if written by that African American leader; one group member then delivers the speech. After the speeches have been delivered, the class as a whole discusses the ideas they have heard and determine which proposals appeared to be the most effective in dealing with the problems.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	George, “Concentrations of Wealth Harm America (1883)” Carnegie, “Concentrations of Wealth Help America (1889)”	<b>Instructional Activity:</b> For homework, students research the attitudes of the Democrats and Republicans on the major economic issues of the time: tariffs, currency, corporate expansion, and laissez-faire economic policies. Students should focus on which of these economic issues lead to the greatest cries for reform. In class, students discuss information about the goals of the reformers they researched and make a case for their effectiveness in bringing about reform. In small groups, students discuss the question, <i>If you had been an immigrant factory worker in the late 19th century, which of the reformers you learned about in class today would you have selected as your “American Idol” and why?</i>  <b>Formative Assessment:</b> Students write in response to a document-based question on Unit 6, selected by the teacher. Potential topics include economic changes in the Gilded Age, reform movements, and urbanization.

*This activity helps to lay a good foundation for Unit 7, when students will evaluate the role of the Progressives in supporting the goals of African Americans.*

*In addition to comparing and contrasting the ideas of the major political parties regarding economic issues, students use the skill of historical causation to determine problems caused by concentrations of wealth in the United States at this time. As students compare the ideas of the Democrats and Republicans with the ideas of their political party predecessors, they will be looking for continuity and change in the parties’ ideas.*

*To avoid back-to-back writing days, the DBQ assignment can be inserted at any point in this unit. Students’ written responses and the ensuing discussions provide me with opportunities to give oral and written feedback to students about their learning; this also helps me decide whether students are ready to progress to the next topic.*



## Unit 6: Unit-Level Summative Assessment

Students answer 20–25 multiple-choice questions, one short essay question, and one long essay question.

Short essay question:

Identify and explain one political factor, one economic factor, and one social factor that transformed the United States from an agricultural to an increasingly industrialized society between 1865 and 1898.

Long essay question:

Analyze the role of both internal and international migration on changes to two of the following in the period 1865–1898: urban life, cultural developments, labor issues, and reform movements.

### Essential questions addressed:

- What factors facilitated the transformation of the United States from an agricultural to an increasingly industrialized and urbanized society in the Gilded Age?
- How did both industrialization and the development of labor systems that accompanied industrialization in the late 19th century shape U.S. society and workers' lives?
- What were the inequalities experienced by immigrants, minorities, and women, and how did reformers attempt to address them?



**Essential Questions:**

▼ Who were the Progressives, what problems did they want to solve, and how successful were the reforms they championed? ▼ What were the similarities and differences between the causes and effects of the Panic and Depression of 1893 and the Great Depression of 1929? ▼ What was the impact of New Deal legislation on U.S. society? ▼ What was the impact of the New Deal on women, African Americans, Mexican Americans, and Native Americans?

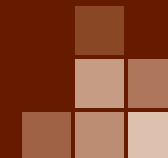
Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Contextualization, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 21  Cartoons and documents from various primary source books	<p><b>Instructional Activity:</b> Using data from primary source documents and ideas from political cartoons as evidence, students identify and present political, social, and economic trends and changes in the United States between 1890 and 1945 in the context of a worldwide perspective. Each group addresses how Americans responded to the trend or change, to what degree their response represented a continuity or change, possible turning points relating to the changes and trends, and people who benefited most and least from developments related to the trends and changes.</p> <p><b>Formative Assessment:</b> In a short essay, students select one of the trends identified in the previous activity and explain why they think it had the greatest impact on the United States in this time period. The essays will also be used to introduce trends that had an impact on the Progressive Era in the next lesson.</p>
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 21  College Board, “AP U.S. History Special Focus Materials: Urbanization,” pp. 39–55  Madaras and SoRelle, “Did the Progressives Fail?”	<p><b>Instructional Activity:</b> Students begin by identifying characteristics of Progressive reformers, their major areas of concern, and reasons why the Progressive movement came into existence at this particular time. Next, students conduct the 2-day congressional hearing, “What’s Wrong with America” (laid out in the College Board’s Special Focus Materials on Urbanization) in which Progressive reformers identify areas of concern and possible solutions to their concerns. For homework, students read the articles from Madaras and SoRelle’s <i>Taking Sides</i>.</p> <p><b>Formative Assessment:</b> Students complete the “Conventional Wisdom” assessment in the special focus materials and write an essay arguing for areas in which the Progressive reformers were most and least successful, supporting their conclusions with relevant historical evidence.</p>
	College Board, “AP U.S. History Special Focus Materials: Urbanization,” pp. 39–55	

*In this big-picture activity, possible trends and changes include the growth and consolidation of large corporations, urbanization, new international and internal migrations, and increasingly severe economic fluctuations. Students should use relevant historical evidence to support conclusions that will address historical causation and continuity and change over time. Students should be able to identify some turning points, such as the year 1920 for urbanization, and see these trends in a wider global context.*

*I provide students with individual verbal or written feedback on their arguments.*

*Assign student roles for the hearing 1–2 weeks ahead of time. Many skills are used in this activity, but it is an especially good time for students to sharpen their argumentation skills and to determine how the Progressive movement related to the Gilded Age, as well as how some Progressive reforms related to global movements for change.*

*I provide written feedback to students’ essays. Their responses will also be used to guide a summary discussion of the Progressive movement.*



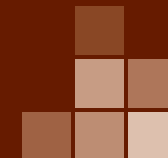
**Essential Questions:**

▼ Who were the Progressives, what problems did they want to solve, and how successful were the reforms they championed? ▼ What were the similarities and differences between the causes and effects of the Panic and Depression of 1893 and the Great Depression of 1929? ▼ What was the impact of New Deal legislation on U.S. society? ▼ What was the impact of the New Deal on women, African Americans, Mexican Americans, and Native Americans?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 25 Manchester, “The Cruellest Year” Henretta, Edwards, and Self, vol. 2, <i>America’s History</i> , Chapter 23	<p><b>Instructional Activity:</b> Students read “The Cruellest Year” and use their notes from the textbook reading to compare the causes and impact of the Panic and Depression of 1893 with the causes and impact of the Great Depression of 1929. Next, students analyze relevant data about U.S. society and economy during the Great Depression, draw conclusions, and then participate in a discussion about the article. They read and discuss selected letters written by ordinary Americans to Eleanor and Franklin Roosevelt to explore arguments about the human impact of the Great Depression of 1929.</p> <p><b>Formative Assessment:</b> Working individually, students categorize a list of statements as pertaining to either the causes and impact of the Panic and Depression of 1893 or the causes and impact of the stock market crash and Great Depression of 1929. After reviewing their answers with the rest of the class and with me, students work in groups to determine one similarity and one difference between the two economic downturns that they support with relevant historical evidence and then share with the class.</p>
Historical Causation, Patterns of Continuity and Change over Time, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 25	<p><b>Instructional Activity:</b> Using primary and secondary sources, students working in groups research and present the pros and cons of one selected piece of New Deal legislation; categorize the legislation as an example of relief, recovery, or reform; and explain how the law both changed government’s role in society and fulfilled its New Deal goal. Next, students are assigned a partner, and each student in the pair selects the two most important laws passed during the New Deal from among the ones presented. Students then select different pieces of New Deal legislation, plan 2-minute explanations of why the one selected was the most important piece of New Deal legislation, and argue their points before their partners.</p>

*Students receive verbal feedback from me and their peers regarding the accuracy of their responses. This also helps me determine whether any reteaching is necessary.*

*I use peer grading and a rubric focusing on content knowledge and presentation skills.*



**Essential Questions:**

▼ Who were the Progressives, what problems did they want to solve, and how successful were the reforms they championed? ▼ What were the similarities and differences between the causes and effects of the Panic and Depression of 1893 and the Great Depression of 1929? ▼ What was the impact of New Deal legislation on U.S. society? ▼ What was the impact of the New Deal on women, African Americans, Mexican Americans, and Native Americans?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapter 25  <b>Web</b> “FDR Cartoon Archive”  “Cartoons: Pre-New Deal”	<b>Instructional Activity:</b> Based on primary and secondary source homework readings, students participate in a Socratic seminar in which they discuss (1) the impact of the New Deal on one of the following groups: labor, farmers, women, African Americans, Mexican Americans, and Native Americans; (2) criticisms leveled at the New Deal by groups and individuals on the left and the right; and (3) whether the New Deal was an effective answer to the Great Depression of 1929. Finally, each group of students analyzes a cartoon about the New Deal and presents the analysis to the class. Group members determine whether the cartoon is criticizing or supporting Franklin Roosevelt and the New Deal.

ID-6, ID-8, WXT-3, WXT-5, WXT-6,  
PEO-2, PEO-3, PEO-6, PEO-7, POL-7,  
WOR-4, CUL-3, CUL-6, CUL-7

7.2

4 days

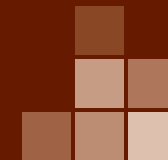
**Essential Questions:**

▼ How did new technologies and changing demographics result in conflicts and cultural expressions in the 1920s? ▼ What were the major arguments for and against immigration restriction? ▼ What were the similarities and differences among the migrations of the following groups between 1914 and 1945: African Americans before World War I and during the 1920s, Americans impacted by the Great Depression of 1929, workers during World War I and World War II, and Mexican Americans in the 1930s and 1940s?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 24  <b>Web</b> <i>AP United States History Document-Based Questions 1973–1999</i>	<b>Instructional Activity:</b> Students read primary source documents from the 1986 AP U.S. History DBQ dealing with conflicts in the 1920s. Working in groups, students analyze the documents to find examples of changing demographics, new technologies in widespread use, and changing cultural values. They then identify the conflicts that resulted from a society in flux, list specific examples of the groups or ideas in conflict, and determine why these conflicts occurred. I then select an artistic, architectural, or literary excerpt and have students relate it to the changing demographics, new technologies, or changing cultural values of the 1920s. If the work relates to a conflict, students identify the conflict.
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 24  College Board, “AP U.S. History Special Focus Materials: Immigration in U.S. History,” pp. 30–34.	<b>Instructional Activity:</b> After reading primary sources from the debate on the Immigration Act of 1924 between Senator Ellison DuRant Smith of South Carolina and Representative Robert H. Clancy of Detroit (see the special focus materials), students conduct a simulation in which the editorial board of a major U.S. newspaper votes to support or reject passage of the Immigration Act of 1924 based on evidence heard during the debates.  <b>Formative Assessment:</b> Students write a short essay in response to the following prompt: <i>Explain one way in which the debate over immigration to the United States changed since the turn of the 20th century. Explain one way in which the debate over immigration remained the same.</i> I chart the similarities and differences listed in the answers at the beginning of the next period and have the class examine the pattern of responses.

Thinking about causes and results will help students to identify examples of conflict in the 1920s.

The class will examine in-depth the conflict between white, native-born, Protestant Americans versus the “new” immigrants. The skill of argumentation is emphasized in this activity, while identifying continuity and change over time will be also used when completing the assessment that follows.

**Essential Questions:**

▼ How did new technologies and changing demographics result in conflicts and cultural expressions in the 1920s? ▼ What were the major arguments for and against immigration restriction? ▼ What were the similarities and differences among the migrations of the following groups between 1914 and 1945: African Americans before World War I and during the 1920s, Americans impacted by the Great Depression of 1929, workers during World War I and World War II, and Mexican Americans in the 1930s and 1940s?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 24	<b>Instructional Activity:</b> Working in groups, students use both primary and secondary sources to conduct an out-of-class research project on the causes, results, and impact on U.S. society of an important internal migration during the period 1914–1945. Using PowerPoint, Photo Story II, or Prezi, students present their group projects to the class. In their discussion, students compare and contrast the experience of each group regarding causes of the migration, destinations of the migrants, and impact on both the nation and the lives of the migrants.
	The DBQ may be found on pp. 85–88 of the <i>AP U.S. History Curriculum Framework</i>	<b>Summative Assessment:</b> Students write an in-class answer to the following document-based question: <i>Analyze major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910–1930.</i> Answers will be assessed for both content knowledge and for proficiency in the skills assessed on the DBQ.

Topics researched are related to the module essential question on migration and should focus on the skill of historical causation. Comparison will be used in the assessment.

Essential question addressed:

- What were the similarities and differences among the migrations of the following groups between 1914 and 1945: African Americans before World War I and during the 1920s, Americans impacted by the Great Depression of 1929, workers during World War I and World War II, and Mexican Americans in the 1930s and 1940s?

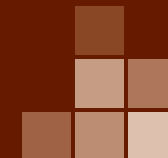
**Essential Questions:**

▼ In what ways were arguments for and against U.S. imperialism similar to and different from 19th-century arguments relating to Manifest Destiny? ▼ How did events and beliefs during the period 1914 to 1920 shape U.S. foreign policy? ▼ What continuities and changes were evident in U.S. foreign policy between the end of World War I and the beginning of World War II? ▼ How did World War II transform U.S. society and lead to questions about U.S. values?

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	Norton et al., Chapter 22  <i>Annals of American History</i> , other online resources, and various document readers should be made available	<b>Instructional Activity:</b> After a brief review of the causes and results of the Spanish-American War, students play the roles of prominent imperialist and anti-imperialist Americans debating the annexation of the Philippines. (Before the debate, students provide a résumé for their character and a bibliography of at least three sources, one of which must be a primary source.) After the debate, student groups make a list of the three most important arguments for and against U.S. imperialism discussed in the debate. Groups then analyze an example of U.S. foreign policy between 1900 and 1914 relating to Mexico, Latin America, or the Caribbean and determine whether the foreign policy was an example of political, economic, or cultural imperialism, or not imperialism at all. They also determine whether this foreign policy represented a continuity or change from previous U.S. foreign policies.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 23	<b>Instructional Activity:</b> I divide the class into five groups and have students move through five stations, using station-specific guiding questions to analyze visual and textual primary source documents on the following topics: events leading to World War I, women and the war effort, propaganda and the war, dissent and protest against World War I in the United States, and demobilization.
Periodization		<b>Formative Assessment:</b> Students complete a short-answer worksheet, responding to the following prompt: <i>Explain three reasons why the year 1917 was an important turning point in U.S. history.</i>
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 23  Lodge, “Reservations with Regard to the Treaty,” and Wilson, “Appeal for Support of the League of Nations,” in <i>Annals of American History</i>  Borah, “Speech on the League of Nations”  College Board, “AP U.S. History Special Focus Materials: Immigration in U.S. History,” pp. 30–34.	<b>Instructional Activity:</b> I divide students into groups of four and assign the following roles: Woodrow Wilson, William E. Borah, Henry Cabot Lodge, and a newspaper editor. The Wilson, Lodge, and Borah students debate whether the United States should ratify the Treaty of Versailles, and the newspaper editor serves as the judge. At the conclusion of the three-person debates, the newspaper editors will discuss whether the newspaper should publish an editorial supporting or opposing ratification of the treaty.

Results are debriefed with the class as an introduction to the next day's activity on the Treaty of Versailles.

The debate follows the same format as the 1920s immigration debate in the College Board's special focus materials on immigration, pp. 30–34.



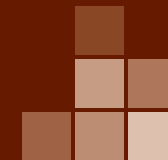
**Essential Questions:**

▼ In what ways were arguments for and against U.S. imperialism similar to and different from 19th-century arguments relating to Manifest Destiny? ▼ How did events and beliefs during the period 1914 to 1920 shape U.S. foreign policy? ▼ What continuities and changes were evident in U.S. foreign policy between the end of World War I and the beginning of World War II? ▼ How did World War II transform U.S. society and lead to questions about U.S. values?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
		<p><b>Formative Assessment:</b> Students write an editorial or create a political cartoon from the perspective of a supporter of Wilson, Borah, or Lodge, assigning blame for the failure of the U.S. Senate to ratify the Treaty of Versailles and explaining that supporter’s vision of U.S. foreign policy in the 1920s and 1930s. Through this assessment students should demonstrate an understanding of continuity and change over time.</p>
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 26  Minear, <i>Dr. Seuss Goes to War: The World War II Editorial Cartoons of Theodor Seuss Geisel</i>	<p><b>Instructional Activity:</b> Half the class researches foreign policy actions taken by the United States in the 1920s; the other half researches foreign policy actions taken by the United States in the 1930s. Both halves share their findings. In a whole-group discussion, students collectively create a timeline and determine whether U.S. foreign policy in the assigned decade was isolationist, interventionist, or independent internationalist. Students should identify the most significant turning point in the conduct of the United States in foreign affairs between 1920 and 1940.</p>
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapter 27  Henretta, Edwards, and Self, vol. 2, Chapter 24: “Comparing American Voices: Women in the Wartime Workplace”  Kennedy, Cohen, and Bailey, vol. 2, Chapter 35: “Varying Viewpoints: The Atomic Bombs: Were They Justified?”  Terkel, <i>The Good War</i>  Brokaw, <i>The Greatest Generation</i>  Kennedy, <i>Freedom from Fear</i>	<p><b>Instructional Activity:</b> I provide direct instruction (or show a DVD) about the U.S. role in World War II and the impact of the war on the home front. Students then make lists of items relating to the political, social, and economic impact of the war at home. For the remainder of the period students participate in a whole-class debate on the following topic: World War II: Was it the “good” war? Students support their assertions with relevant historical evidence from primary and secondary source readings. We conclude with a four-corners activity, in which students move to the corner of the room that best supports their view of World War II and justify their choices.</p>

Students present their works to the class for feedback from their peers and from me. This also helps me determine whether students are ready to move on to the next topic.

To help prepare for the debate, students can read excerpts from the books listed in the Materials column at left.



## Unit 7: Unit-Level Summative Assessment

Students answer 25 multiple-choice questions, one short essay question, and one long essay question.

Short essay question (students choose one):

1. Identify one area of reform championed by Progressives.
2. Identify one reformer associated with this area of reform and explain one of his or her goals.
3. Evaluate the degree of success achieved in this area of reform.

Long essay question (students choose one):

1. Which of the following dates marked the most significant turning point in U.S. foreign policy? Support your answer with relevant historical evidence.
  - 1898, the Spanish American War
  - 1918, the end of World War I
  - 1945, the end of World War II
2. Explain how and why debates over immigration to the United States changed between 1898 and 1945.

### Essential questions addressed:

- Who were the Progressives, what problems did they want to solve, and how successful were the reforms they championed?
- How did events and beliefs during the period 1914–1920 shape U.S. foreign policy?
- What continuities and changes were evident in U.S. foreign policy between the end of World War I and World War II?
- What were the major arguments for and against immigration restriction?
- How did new technologies and changing demographics result in conflicts and cultural expressions in the 1920s?



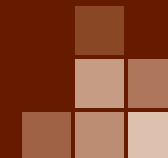
**Essential Questions:**

▼ How did the United States work to stem the growth of communism in its new position as a world power, from the Harry S. Truman through the Jimmy Carter administrations? ▼ In what ways did Cold War foreign policies impact domestic agendas and lead to public debates and protests by the American people? ▼ What were the ideological, military, and economic concerns that shaped U.S. involvement in the Middle East?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapters 28, 29, 30, and 31	<b>Instructional Activity:</b> Students research the foreign policies of one president between Truman and Carter and create a story board, PowerPoint, Prezi, animoto, or Photo Story II presentation about their assigned presidential administration. (I limit students to three to four foreign policy examples for each presidential administration.) Students should focus on the impetus for and results of each policy; the national, regional, and world context for each policy; and the relationship of each policy to the Cold War and containment. When students have completed their presentations, they discuss the continuities and changes in the foreign policies of these administrations and choose the most successful foreign policy initiative relating to regional conflicts or decolonization efforts in Asia, Africa, and the Middle East.
Historical Causation, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 29 McCarthy, “Communist Subversives Threaten America (1950)” The Tydings Committee, “McCarthyism Threatens America (1950)”	<b>Instructional Activity:</b> I begin with direct instruction or show a video clip about the Red Scare. Students are then arranged in pairs: one plays the role of a member of the Tydings Committee and one plays the role of Joseph McCarthy. Pairs debate the merits of McCarthy’s assertions and methodology. Students complete self-evaluations for their roles in the debate.  <b>Formative Assessment:</b> Students write a short essay responding to the following prompt: <i>Explain how the U.S. involvement in one global conflict in the 1950s set the stage for one or more domestic social changes.</i>

*Students use argumentation in the debate citing relevant historical evidence to support their arguments. They will be arguing from the perspective of someone living in the 1950s and must think about the causes and results of McCarthyism.*

*Misunderstandings in student responses will be addressed in the course of the next activity (on Vietnam).*



**Essential Questions:**

▼ How did the United States work to stem the growth of communism in its new position as a world power, from the Harry S. Truman through the Jimmy Carter administrations? ▼ In what ways did Cold War foreign policies impact domestic agendas and lead to public debates and protests by the American people? ▼ What were the ideological, military, and economic concerns that shaped U.S. involvement in the Middle East?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 30	<p><b>Instructional Activity:</b> During this class period students return to the 1960s and early 1970s and debate what action the United States should take in the Vietnam War. They take roles as Vietnam War protesters, members of the counterculture, or defenders of U.S. involvement in Vietnam, having read at least one primary source and one secondary source relating to their area of concern as well as primary sources by Lyndon Johnson and Young Hum Kim as background information.</p> <p><b>Formative Assessment:</b> For homework students write a short essay addressing one of the following prompts: <i>Explain two ways the antiwar movement transformed U.S. society in the 1960s and 1970s, or To what extent did the Vietnam War impact one of the following in the period from 1961 to 1975: the presidency OR the U.S. population between 18 and 35 years old?</i> I post thesis statements from student essays on the wall and use them to focus the next class session about the transformations of U.S. society provided by the civil rights movement.</p>
	<p>Johnson, “U.S. Actions in Vietnam Are Justified (1965)”</p> <p>Kim, “U.S. Actions in Vietnam Are Not Justified (1968)”</p> <p>Students for a Democratic Society (SDS), “America’s Youth Must Lead a New Revolution (1962, 1968)”</p> <p>Toole, “Student Rebellion Leaders are a Disgrace (1969)”</p>	

Students receive verbal and written feedback on their essays, in addition to the discussion about their thesis statements in the wall activity.

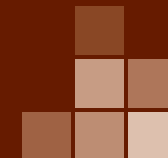
**Essential Questions:**

▼ What legal and political successes were achieved by civil rights activists and political leaders from the late 19th century through the 1960s? ▼ How successful were measures taken by the federal government to promote greater racial justice? ▼ What were the similarities and differences between the New Deal and the Great Society? ▼ How did the liberal ideas prevalent in the United States after World War II help to unintentionally energize a new conservative movement within the United States?

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	Norton et al., Chapters 29 and 30  <b>Video</b> <i>America's Civil Rights Movement: A Time for Justice</i>	<b>Instructional Activity:</b> Students view <i>A Time for Justice</i> , a short documentary on the chronology of the civil rights movement. We then hold an African American leaders' colloquium. Students playing the roles of African American leaders from the late 19th century through March 1968 meet to discuss the extent to which the goals that they had for dealing with problems of poverty and discrimination in the United States had been achieved by this time.
Historical Causation, Patterns of Continuity and Change over Time, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapters 29 and 30  Possible sources: Warren, "Racial Segregation in Public Schools Is Unconstitutional (1954)"  <i>The Southern Manifesto</i> , "The Supreme Court Should Not Interfere in Southern Racial Practices (1956)"	<b>Instructional Activity:</b> I divide the class into four groups and provide each group with primary and secondary sources relating to one of the following measures taken by the federal government to promote greater racial justice: desegregation of the military during the Truman administration, <i>Brown v. Board of Education</i> , Civil Rights Act of 1964, or Voting Rights Act of 1965. After reading the sources, students regroup in a jigsaw format, present information about the importance of a particular measure, and evaluate the success of each. For homework, students create a brochure highlighting the significant provisions of each measure, rank the measures in terms of their success (i.e., with "1" being the most successful), and provide at least three reasons for each measure's success.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapters 30 and 31  Primary sources from Young, <i>Dissent in America</i> : "From The Feminine Mystique, 1963," "The Redstockings Manifesto, 1969," "Women's Liberation 'Aims to Free Men, Too,' June 7, 1970" "Stonewall Documents, 1969," "Interview with Cesar Chavez, Apostle of Non-Violence, May 1970," "A Proclamation: To the Great White Father and All His People, 1969," and "American Indian Movement 20 Point Proposal, October 1972, Minneapolis, Minnesota"	<b>Instructional Activity:</b> Small groups of students use the SOAPSTone strategy to analyze one of the documents listed in the Materials column. Each group prepares a 2- to 3-minute speech from the point of view of the writer of the document, expressing what each group wants from the U.S. government and the American people. Following the speeches, students predict which of the groups will be most likely to achieve success by the end of the 1970s and which group will be least likely to be successful, supporting their predictions with relevant historical evidence. Students could also create posters highlighting the goals of the group most likely to achieve success by the end of the 1970s and include reasons for that possible success.

This activity should help students to understand patterns of continuity and change over time in what African Americans wanted and the extent to which their goals were met.

Students use the skill of historical causation as they analyze the reasons for the legislation and the effectiveness of the legislation.

**Essential Questions:**

▼ What legal and political successes were achieved by civil rights activists and political leaders from the late 19th century through the 1960s? ▼ How successful were measures taken by the federal government to promote greater racial justice? ▼ What were the similarities and differences between the New Deal and the Great Society? ▼ How did the liberal ideas prevalent in the United States after World War II help to unintentionally energize a new conservative movement within the United States?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 30 <b>Web</b> Reagan, “A Time for Choosing” Goldwater, “The Perils of Power” “Phyllis Schlafly Upholds Traditional Gender Roles”	<b>Instructional Activity:</b> Before class students create a chart or Venn diagram comparing Great Society programs to the programs of the New Deal. In class, students discuss what conservatives might have found objectionable about these programs. Students then read selections by two conservatives during this time period. They make lists of the ideas of the conservative movement and the specific elements of liberalism that the conservatives found objectionable. In small groups, students analyze one of the following: a liberal Supreme Court decision from this period or a synopsis of one Great Society social program. Students identify the decision or program as being liberal or conservative, and explain what the opposition found objectionable.

*Students use the skills of comparison and patterns of continuity and change over time as they compare the programs of the Great Society and the New Deal.*

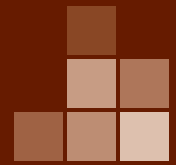
**Essential Questions:**

▼ How did the rapid economic, demographic, and technological changes in the post-war period impact U.S. society? ▼ Why was the year 1965 a turning point for people around the world who wished to migrate to the United States? ▼ How did new demographic, social, environmental, and economic issues lead to significant political and moral debates that polarized Americans?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time	Norton et al., Chapter 29 Reynolds, “Little Boxes”  Young, <i>Dissent in America</i> , contains many examples of poems by beat poets and lyrics to rock n’ roll and protest songs  Madaras and SoRelle, “Was Rock and Roll Responsible for Dismantling America’s Traditional Family, Sexual, and Racial Customs in the 1950s and 1960s?”	<b>Instructional Activity:</b> Students discuss whether there was a prominent “class identity” in the 1950s, and if so, what was that identity? Who appeared to be excluded from this identity? Have students read the lyrics to the song “Little Boxes” by Malvina Reynolds and relate the lyrics to the 1950s. Then have students read a selection from a poem by a beat poet, view a work of modern art from the 1950s, or listen to the lyrics of a late 1950s rock n’ roll song. Students conclude by discussing at least one economic change, one social change, and one example of anxiety brought about by the Cold War.
Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapter 30  Gorn, Roberts, and Bilhartz, “Rachel Carson, from <i>Silent Spring</i> ”	<b>Instructional Activity:</b> Students read an excerpt from <i>Silent Spring</i> , identify the problems and goals Carson mentions, and determine whether her ideas were considered liberal or conservative. I then divide students into groups and have each group research the relationship between the ideas presented in Carson’s book and the results of one of the following: Environmental Protection Agency, Clean Air Act, Clean Water Act, Green Peace, Earth First, or Earth Day.
Historical Causation, Patterns of Continuity and Change over Time, Periodization, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 29	<b>Instructional Activity:</b> I provide students with a detailed list of major immigration laws in U.S. history through 1964. Students then make five generalizations about U.S. immigration history and legislation. In a whole-class discussion, students compare and contrast excerpts of the Immigration Act of 1965 with the content of previous immigration laws.  <b>Formative Assessment:</b> Students write a short essay agreeing or disagreeing with one of the following prompts: <i>The year 1965 marked a turning point in U.S. immigration policy</i> , or <i>The year 1962 marked a turning point in the environmental movement</i> .

Students should be able to determine the causes and results of the conformity and class identity of many Americans in the 1950s.

Students’ responses are used as the basis of a discussion about the idea of “turning points” in recent history.

**Essential Questions:**

▼ How did the rapid economic, demographic, and technological changes in the post-war period impact U.S. society? ▼ Why was the year 1965 a turning point for people around the world who wished to migrate to the United States? ▼ How did new demographic, social, environmental, and economic issues lead to significant political and moral debates that polarized Americans?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Periodization, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence, Interpretation	Norton et al., Chapter 31 Lemann, “How the Seventies Changed America”  <b>Video</b> “Meet the Bunkers,” from <i>All in the Family</i>	<b>Instructional Activity:</b> Students watch an excerpt from the 1970s TV show <i>All in the Family</i> . In a whole-class discussion, students cite evidence from the program of how 1960s culture met 1970s culture, and explain the social and economic issues that served as the episode’s focus. Next, students play the roles of television show writers who must come up with ideas for the focus of a program about the 1970s. In formulating the program, students must include the new demographic and social issues of the 1970s that led to significant political and moral debates that polarized Americans. As students present their ideas to the class, they should also explain the reasons behind their choices.

*Students use the skill of historical interpretation as they read Lemann’s article on the 1970s and the skill of historical causation as they identify the issues of the 1970s that led to significant political and moral debates that polarized the United States.*

## Unit 8: Unit-Level Summative Assessment

The assessment for this unit is combined with the assessment for Unit 9.

**Essential Questions:**

▼ What factors contributed to the growth of the conservative movement in the period after 1980? ▼ How did globalization and technological, economic, and demographic changes bring benefits to some Americans and burdens to others?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison, Patterns of Continuity and Change over Time, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapter 32 Various primary source books containing readings by leading 1980s conservatives Henretta, Edwards, and Self, vol. 2, Chapter 30	<b>Instructional Activity:</b> Students divide into groups; each group uses the SOAPStone strategy to read and analyze a primary source by a conservative in this period, such as Ronald Reagan, Pat Robertson, or Newt Gingrich, and present their analyses to the class. Groups collectively write (and one member delivers to the class) a 2- to 3-minute speech that responds to the following questions: <i>To what extent did the ideas of the conservative analyzed by the group mirror the ideas of leading 1960s conservatives? Why did conservatives achieve only some of their political and policy goals?</i>

*Chapter 30 of the Henretta, Edwards, and Self text covers the conservative ascendancy very well.*

**Essential Questions:** ▼ What were the continuities and changes in the U.S. foreign policy initiatives of presidents from Ronald Reagan to the present chief executive?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Continuity and Change over Time, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapters 32 and 33	<p><b>Instructional Activity:</b> Student groups evaluate the foreign policy of one president from Reagan to the present. Each group determines the three most important foreign policy initiatives of their assigned president and explains which foreign policies represented continuity and which represented change from the foreign policies of their immediate predecessor. Groups also categorize each foreign policy presented as resulting from:</p> <ul style="list-style-type: none"> <li>• the Cold War</li> <li>• increasing globalization</li> <li>• challenges to America’s world leadership</li> </ul> <p>After presentations to the whole group, students work individually to select the most successful policy in each of the groups and provide evidence to support their selection in the discussion.</p> <p><b>Formative Assessment:</b> Students write a short essay in response to the following prompt: <i>The policies of Ronald Reagan were decisive in bringing about an end to the Cold War. Agree, disagree, or modify this statement using relevant historical evidence.</i></p>

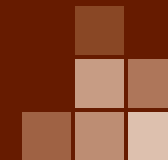
*This is a two-day activity: one day for research and one day for presentations. Students should be able to see patterns of continuity and change over time.*

*I provide students with written feedback on the strength of their arguments; I discuss the responses and any areas of weakness discerned in the introductory lesson to the next module.*



**Essential Questions:** ▼ How are the social trends of the past 30 years affecting Americans' lives in the present? ▼ How might future historians understand the present-day United States?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Comparison, Appropriate Use of Relevant Historical Evidence	Norton et al., Chapters 32 and 33 Primary source documents illustrating each of the topics listed in the activity	<b>Instructional Activity:</b> Students work in small groups to research and analyze the causes and impacts of one of the following trends that have occurred in the U.S. from 1980 to the present: <ul style="list-style-type: none"> <li>• Environmental changes</li> <li>• Increasing economic insecurity</li> <li>• Proposals for changes in health care and social security</li> <li>• Technological changes</li> <li>• Demographic changes</li> </ul> In a “speed dating” format that takes approximately 30 minutes, individual students pair up with others who studied different topics. Each pair spends about 5 minutes discussing the causes and effects of their assigned trends on American society.
Historical Causation, Contextualization, Appropriate Use of Relevant Historical Evidence	Relevant artifacts (as explained in the activity)	<b>Instructional Activity:</b> Students end the course by creating a “time capsule” for the period 1980–present. Students work in small groups; each group places five artifacts in the capsule — a source, image, object, film, etc. — each of which highlights a trend from this time period. Using a short worksheet, students explain in writing why they included the artifacts they did. Students conclude with a compare/contrast discussion of each group’s choices; they identify which controversies/debates in the present are represented by each artifact, and how these controversies relate to similar controversies in previous time periods.



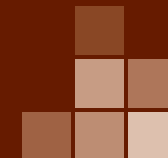
## Units 8 and 9: Summative Assessment

Students answer 25 multiple-choice questions and the following long essay question:

Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals from the 1980s through the 21st century.

### Essential questions addressed:

- What were the continuities and changes in the U.S. foreign policy initiatives of presidents from Ronald Reagan to the present chief executive?
- How did globalization and technological, economic, and demographic changes bring benefits to some Americans and burdens to others?



## General Resources

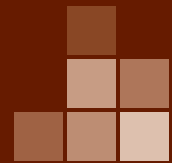
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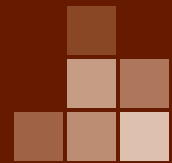
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## Supplementary Resources

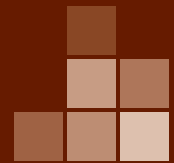
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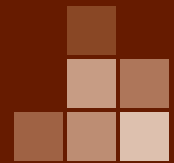
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## Unit 9 (Period 9: 1980–Present) Resources

*No unit-specific resources*

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