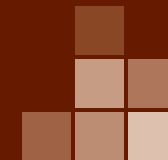


AP[®] United States History

Course Planning and Pacing Guide

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About the College Board

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AP Equity and Access Policy

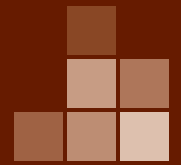
The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic,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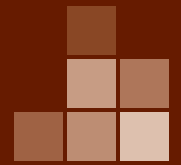
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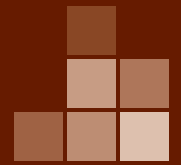
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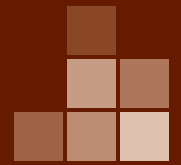
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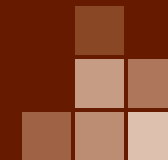


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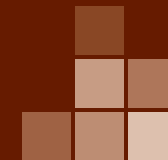
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Masuk High School Monroe, CT

School	Public, comprehensive, suburban high school; population 1,250 students.
Student population	Five percent of students receive free or reduced-price lunch. Fewer than 1 percent are English as a Second Language (ESL) students. Ten percent are minority students: the greatest percentage of these (5.6 percent) are Hispanic.
Instructional time	School typically begins in late August and dismisses for summer recess at the end of June. AP U.S. History is taught daily in 45-minute periods. There are 182 school days in the academic year.
Student preparation	AP U.S. History is offered in grade 11, after students have taken one year of world history and a year of either civics or AP U.S. Government and Politics (most AP U.S. History students take the latter course). Students may select AP U.S. History or a college-prep level U.S. history or American studies course. Students entering the AP U.S. History course purchase the Princeton Review Guide for the course during the summer and complete a writing assignment focused on the colonial era.
Textbook	Faragher, John Mack, Mari Jo Buhle, Daniel Czitrom, and Susan H. Armitage. <i>Out of Many: A History of the American People</i> . 3rd ed. Upper Saddle River, NJ: Prentice Hall, 2000.

Overview of the Course



In creating this guide, I was led by several principles; chief among them was exposing students to what I would call “real history.” I achieve this through the examination of the works of preeminent (and sometimes controversial) historians, the in-depth study of primary sources, and the development of historical thinking, writing, and discourse skills. In short, I have tried to model my classroom more closely on the history courses that I encountered in my college experience.

I also recognize that my students are experiencing U.S. history for the first time as young adults, and so they lack a contextual recognition of historical eras that we as history teachers sometimes take for granted. With this in mind, I have tried to create a balance of in-depth, case-study analysis while fitting that learning into broader themes and contexts of an era.

As in years past, students will continue to analyze issues through various perspectives (e.g., political, social, and economic). Additionally, the nine historical thinking skills outlined in the curriculum framework are spiraled throughout the units. Skills are practiced to varying degrees and across several units so that formative assessment can be used to help students progress as emerging historians. For example, students develop the skill of historical argumentation through a progression of work with document-based questions (DBQs): First in a small-group activity where they create key elements together (thesis, organization of documents), then through guided, and then unguided, individual practice. Though skills are repeated, you will notice that some are used more often, such as appropriate use of historical evidence, which is critical to develop in less experienced students.

Striking a balance between breadth and depth of curriculum content is a perpetual battle all history teachers wrestle with. By allowing flexibility in the content that can be taught in depth, while still specifying particular concepts

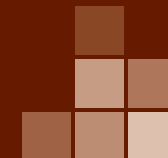
that students need to be familiar with for the exam, the new *AP U.S. History Curriculum Framework* tries to address this balance for teachers. As a result, the new course offers greater opportunities for tracing themes across multiple eras while avoiding a cursory overview of topics.

The revised framework also provides greater opportunity for differentiated instruction. The complexity of resources can be adjusted to meet the learning needs of all students while maintaining a consistent development of historical thinking skills. Because much of the new test will assess student skill development, I can make my own choices about how to present content for particular students without putting them at a disadvantage on the AP Exam. For example, in the unit on machine politics I can engage the visual learner through the analysis of the political cartoons of Thomas Nast, whereas other students may prefer reading George Washington Plunkitt’s speech on “Honest Graft.”

Every student has several opportunities within the course to practice reading, writing, and speaking as a historian. These skills not only enhance their development as students of history and better prepare them for the AP Exam, but also meet the requirements of the new Common Core State Standards (CCSS). Through close-reading activities, seminar discussions, and written assignments, I can evaluate student preparedness and comprehension — necessary for both student growth and teacher reflection.

In its totality, this course outlines the foundations of U.S. history, focusing on both content knowledge and skill development while preparing students for the rigors of collegiate academics. The course is not a mad dash to memorize as many facts as possible, but is instead a thoughtful, intellectual discourse on America’s past. In other words, I hope to initiate my students into the study of “real history” as it is debated and constructed by scholars past and present.

Pacing Overview



Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	1491–1607	8	This unit introduces students to the approaches of a historian and to the course in general. It engages students in our first look at the first of our four course themes, cultural diffusion and conflict, as it relates to Native Americans, Europeans, and Africans within the Columbian Exchange. We focus on the various interpretations of historians and bias that can be seen in primary and secondary sources. Students are introduced to several of the historical thinking skills and practice their use through teacher-directed inquiry, presentation, and seminar discussions.
2	1607–1754	9	This unit outlines the variances in the British-American colonies and their growing sense of identity. The skill most highly developed within this unit is the appropriate use of relevant historical evidence because numerous primary source documents are used in inquiry stations and research of various aspects of the era.
3	1754–1800	15	Students learn about the movement for American independence and the development of early American government based on democratic principles and the debates inherent in nation building. Students continue to work on the appropriate use and analysis of historical evidence, as well as a variety of other skills, including synthesis and historical argumentation.
4	1800–1848	15	Students examine the diverging cultures and economies of the North and South and witness the growing competition for primacy in the West. Students again practice using a variety of historical thinking skills, including comparison within time periods (e.g., slavery in the North and South) and across time periods (e.g., principles of the Federalists and the Whigs).
5	1844–1877	16	This unit traces the causes and consequences of the Civil War and asks students to consider the extent to which the political goals of the Union were resolved by the war and its aftermath. Students use the skill of interpretation to answer the preceding question, as they examine the varied historical interpretations of the success in reconstructing America.
6	1865–1898	13	Students learn about the closing of the Western Frontier and its impact, as well as the benefits and hardships associated with the growth of industry and cities. Making historical arguments is important in this unit when students take positions on the industrialists and the role of business/industry in transforming America into a modern nation.
7	1898–1945	20	This unit traces themes of reform and America’s reaction to it, as well as the dynamic values of American foreign policy as it evolved toward superpower, interventionist status following World War II. Comparison and continuity and change over time are especially important skills in a unit of this size; students use them to trace themes that tie ideas together (e.g., the development of foreign policy positions from imperialism to reluctant participant in World War I, to isolationism, again reluctant participation in World War II, and ending in superpower status).
8	1945–1980	21	In this unit, students examine developments in postwar America, using contextualization to see connections within the Cold War across place and time and to explore the reach of the civil rights movement throughout American society.
9	1980–Present	7	Students learn about the foreign and domestic impacts resulting from the end of the Cold War and analyze the responsibilities and challenges facing America as a superpower in a globalized world. This unit offers opportunity for comparison of current events to examples from America’s past, as well as reflection on and evaluation of the United States’ ascendancy in the world.

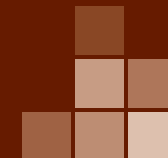
Essential Questions:

- ▼ How do historians interpret the past? ▼ How do historians construct history?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Interpretation	Loewen, Preface Web Tagxedo	Instructional Activity: Students read the preface to James Loewen’s <i>Lies My Teacher Told Me</i> . Loewen asks whether the “objective” stance of many textbooks obscures the degree of interpretation that is inherent in narrating historical events. Students discuss Loewen’s charge that bias, economics, and politics affect the content of history textbooks. The class develops a list of words that describe the challenges of creating accurate and neutral descriptions of history, and then we enter them into the word-art website Tagxedo to create a class poster. We will add to this list again at the end of the unit to create a final poster that represents our class views of this topic. I save this and post it in the room to reference throughout the year.
Interpretation, Comparison	Faragher, Chapter 2 Lindaman and Ward, Chapter 2 Loewen, Chapter 2 Madaras and SoRelle, Issue 2: “Was Columbus an Imperialist?” Ward, Chapter 3 Web “Christopher Columbus Discovers America, 1492” Kan, “Columbus Day Sparks Debate over Explorer’s Legacy”	Instructional Activity: Students read an article about the controversy of celebrating Columbus Day. We discuss the controversy in class and then prepare a formal debate on whether Columbus should be seen as an imperialist (see Madaras and SoRelle, Issue 2). I split the class into two groups; each group reads the introduction and the essays representing both sides of the question and then prepares an argument for the debate. Although the teams plan the arguments as a group, each student is required to speak at least once during the debate. I moderate the debate and use a rubric to award points based on the strength of the arguments and the evidence provided to support them. Instructional Activity: Working in small groups, students read several accounts of Columbus’s discovery of the “new world” and his initial interactions with Native Americans; this builds on their learning of how history is interpreted and constructed in various ways. Groups rotate readings from (1) past and present American history textbooks, (2) modern Caribbean and Cuban textbook accounts, (3) James Loewen’s critique of Columbus, (4) their own textbook’s passage on Columbus’s arrival and treatment of natives, and (5) Bartolome de las Casas’s journal of Columbus’s landing. Having read and discussed the similarities and differences among these accounts, students identify factors that account for the differences (e.g., historical context, culture). We discuss each group’s analysis to create a class list of factors that can lead to different interpretations of the past.

The study of Christopher Columbus’s discovery and impact is a central feature of the unit. This is a topic of high interest for students because it presents them with a sense of cognitive dissonance by revealing a less positive image of Columbus. Also, this serves as a “jumping-off point” to begin using and discussing certain key historical thinking skills.

I guide their analyses, as needed, to create a thorough list of factors that can influence a historian’s interpretation of the past and factors to consider (motivation in writing, audience, etc.) when examining a primary source. This activity helps students recognize bias, see an issue from multiple perspectives, and evaluate the integrity of primary and secondary sources. This is a key part of examining how historians interpret and construct history in different ways.

**Essential Questions:**

- ▼ How do historians interpret the past? ▼ How do historians construct history?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Interpretation	<p>Faragher, Chapter 2</p> <p>Lindaman and Ward, Chapter 2</p> <p>Loewen, Chapter 2</p> <p>Madaras and SoRelle, Issue 2: “Was Columbus an Imperialist?”</p> <p>Ward, Chapter 3</p> <p>Web “Christopher Columbus Discovers America, 1492”</p> <p>Kan, “Columbus Day Sparks Debate over Explorer’s Legacy”</p>	<p>Formative Assessment:</p> <p>For homework, students write an essay that explains how history could be seen as something that is “constructed” by historians and not simply a retelling of facts. Students must (1) identify several factors that go into individual historians’ interpretations of the past, and (2) explain how those factors then shape historians’ personal views and scholarship. Essays must cite examples from the Columbus readings.</p>
	<p>Web <i>AP United States History Curriculum Framework</i></p>	<p>Instructional Activity:</p> <p>I briefly introduce students to the nine AP historical thinking skills, referencing the curriculum framework. Next, working in their groups from the preceding Columbus activity, students identify which of the skills they used in that activity. As a class, students then work together to predict how and why historians (and students themselves as historians-in-training) would use the other skills. I help students confirm their predictions and clarify when specific historical thinking skills will be used in class activities and assessments throughout the year. This dialogue, in which we review the course syllabus and clarify the goals of the course, helps students form a better understanding of the use of historical thinking skills and of the course in general.</p>

I provide feedback on each paper, and exemplary essays are distributed to the class and analyzed, creating a class list of factors for discussion.

Essential Questions: ▼ What similarities and differences existed among different Native American tribes and regions? ▼ What were the worldviews of different Native American tribes before contact with Europeans? ▼ What conflicts arose among tribes?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison, Contextualization	Covey, Chapters 6, 22, 23, 38, and 39 Faragher, Chapter 1 Mann, <i>1491</i> , Chapter 11 Salisbury, Chapter 1 Young and Fowler, <i>Cahokia</i> Web "Native American Society on the Eve of British Colonization"	<p>Instructional Activity: Students view maps and read primary and secondary source accounts of everyday life among a variety of Native American tribes representing various regions (Southwest, Northeast, Mississippian, Great Plains) to identify the social, political, and economic characteristics of those tribes. Students also record examples of tribal conflicts they find through their investigations. Each student completes a graphic organizer to record this information, citing specific evidence from the text. This information is then used as preparation for their first class seminar and a comparison essay.</p> <p>Formative Assessment: Students write a three-page essay to answer the essential questions, <i>What similarities and differences existed among different Native American tribes and regions? What were the worldviews of different Native American tribes before contact with Europeans?</i> They also respond to the following prompt: <i>Based on your understanding of Renaissance Europe from previous courses, and on what you know from the unit thus far, predict how Native Americans' worldview will be changed by contact. Use evidence from the readings to support your answer.</i></p>

Discussion of student essays in class following the assignment, along with individual feedback from me, provides reinforcement of this material. I also copy and share examples of good papers to clarify topics and expectations. If further reteaching is necessary, students rewrite the essay, focusing just on the comparison of two tribes to limit the scope of the task while reinforcing the skill.

Essential Questions:

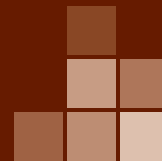
▼ In what ways did the Columbian Exchange impact the lives of Native Americans, Africans, and Europeans? ▼ How did contact lead to conflict? Who won the most? Who lost the most? ▼ How were the worldviews of each group challenged and/or shaped by one another?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Patterns of Change and Continuity over Time, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence	Faragher, Chapters 2–4	<p>Instructional Activity: Students are assigned to groups to research the goals for a given nation (Spain, Portugal, France, Netherlands, England) in their exploration and colonization of the new world. Using primary and secondary sources provided in class, as well as Web-based research, students answer the essential questions of the module as they apply to their assigned nations.</p>
	Mann, <i>1491</i> , Chapter 2	
	Mann, <i>1493</i> , Chapters 1 and 2	<p>Formative Assessment: At the culmination of the preceding activity, groups present their findings to their classmates so that all learn about the nations' goals and the interactions between each of the nations, Africans, and Native Americans. Each group must distribute copies of their notes with highlighted quotes from the research to accompany the presentation. The presentations are evaluated using a schoolwide technology-based presentation rubric, assessing the depth of research, the sophistication of the groups' responses to each of the essential questions, and their demonstration of the applicable historical thinking skills. The student handouts are also evaluated according to these criteria. I point out exemplary student responses during the presentations and also give a verbal reflection on the strengths and weaknesses of each presentation.</p>
	Wilson and Thompson, <i>Native Americans</i>	<p>Formative Assessment: Students participate in an evaluated seminar discussion to answer the essential questions, <i>In what ways did the Columbian Exchange impact the lives of Native Americans, Africans, and Europeans? How did contact lead to conflict? Who won the most? Who lost the most?</i> Seminar evaluations are based on students' participation and the appropriate evidence they use in support of their positions.</p>
	<p>Web "The European Voyages of Exploration: The Fifteenth and Sixteenth Centuries"</p>	
	West, "Age of Exploration"	

This activity connects the Unit 1 topics of exploration and early contact with the Unit 2 topic of colonization. As students analyze the goals and motivations of their assigned nations, they learn the characteristics of the colonies themselves.

I provide targeted feedback to groups regarding the research handouts, and those groups needing assistance meet with me to revise and clarify their work for their classmates.

Exemplary commentary is noted throughout the discussion. Commentary in need of correction is addressed with feedback from me. Those students who demonstrate a lack of understanding are expected to write a summary reflection incorporating the necessary elements learned through the discussion and feedback.



Unit 1: Unit-Level Summative Assessment

Students take a unit test that includes both multiple-choice questions (in the revised format of the new AP Exam) and a take-home essay that will be handed in the day of the test. In the essay, students construct a three- to four-page historically accurate account of Columbus and the Columbian Exchange to be read to future AP students as a critique of the textbook accounts. The passage must include specific references to the origins of conflicts and how the worldviews of each of the groups involved were shaped and changed by the others. Students draw on the reading they have done from existing accounts and the primary sources they have encountered. (Following the test, I can then use these examples of student-generated history as a unit culmination to illustrate the concept that individuals can *construct* history in many different ways.)

Essential questions addressed:

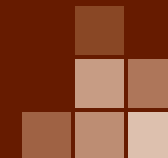
- How do historians construct history?
- In what ways did the Columbian Exchange impact the lives of Native Americans, Africans, and Europeans?

Essential Questions:

- ▼ What factors led to the varied social, economic, and political characteristics of Britain’s North American colonies?
- ▼ What similarities and differences existed between and among the Chesapeake, New England, and Middle Colonies?
- ▼ To what extent did religious unity exist within the New England colonies?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison, Appropriate Use of Relevant Historical Evidence	<p>Faragher, Chapters 3 and 5</p> <p>Kupperman, readings on New England, Middle, and Chesapeake/Southern colonies</p> <p>Morgan, Chapter 7</p> <p>Philbrick, pp. 78–88</p> <p>Web</p> <p>“George Calvert, First Lord Baltimore (c. 1580–1632)”</p> <p>“Jamestown Fort, 1607”</p> <p>“Maryland Toleration Act; September 21, 1649”</p> <p>“The Middle Colonies”</p> <p>“New England and the African Slave Trade”</p> <p>Smith, “Settlement of Jamestown — 1607”</p> <p>“Stories from PA History: The Vision of William Penn”</p>	<p>Instructional Activity:</p> <p>Before this in-class inquiry lesson, students build background knowledge by taking notes on Chapter 5 in the textbook, covering the British colonies. In class, students are assigned to one of three inquiry stations: New England, Middle, or Chesapeake/Southern colonies. At each inquiry station, students take notes on (1) the motives for settlement in each of the regions, (2) the geography and climate of the region, and (3) examples of the unique society and culture that developed there. Students then engage in a jigsaw activity, sharing their knowledge with those who studied the other two regions. Each of the original groups is responsible for posting notes on my class wiki page. Students use the class wiki to complete a graphic organizer, identifying the similarities and differences among the colonies.</p>

The purpose of this activity is to help students engage in a more in-depth analysis of primary and secondary source material related to each area, and for students to have a greater understanding of the similarities and differences among the regions.

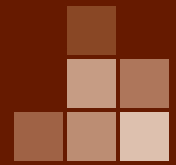


Essential Questions:

- ▼ What factors led to the varied social, economic, and political characteristics of Britain’s North American colonies?
- ▼ What similarities and differences existed between and among the Chesapeake, New England, and Middle Colonies?
- ▼ To what extent did religious unity exist within the New England colonies?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	<p>Faragher, Chapters 3 and 5</p> <p>Kupperman, “Testimony from the trial of Anne Hutchinson, 1637,” pp. 159–164; “John Josselyn Criticizes the Treatment of Dissenters, 1675,” pp. 166–169; and “Increase Mather on Proofs of Witchcraft, 1684,” pp. 166–169</p> <p>Morgan, Chapters 9 and 10</p> <p>Web Barry, “God, Government and Roger Williams’ Big Idea”</p> <p>Campbell, “Puritanism in New England” (see section on the Half-Way Covenant)</p> <p>“The Founding of Hartford”</p>	<p>Instructional Activity:</p> <p>By examining the Salem Witch Trials; the trials of Anne Hutchinson, Roger Williams, Mary Dyer, and Thomas Hooker; and the adoption of the Halfway Covenant, students address the questions, <i>To what extent did religious unity exist within the New England colonies? Were there only isolated examples of dissent that were easily handled by the religious majority, or did these examples prove that religious unity was fragile and forced? We discuss the irony of religious intolerance in New England, as well as the conflict between those in power within the Puritan church and those who dissented.</i></p>
Historical Causation	<p>Web</p> <p>“The Great Duty of Family Religion”</p> <p>“Sinners in the Hands of an Angry God”</p>	<p>Instructional Activity:</p> <p>I provide a PowerPoint presentation on the causes, course, and impact of the Great Awakening. This examines the rebirth of religious fervor and provides an analysis of excerpts of Jonathan Edwards’s “Sinners in the Hands of an Angry God” and George Whitefield’s “The Great Duty of Family Religion.” For homework, students use their notes from the presentation and their textbook to examine the question, <i>What effect did the Great Awakening have on religious unity in the colonies?</i> Students write a one- to two-page response that we discuss in groups and as a class the next day.</p>

The purpose of this activity is to show that, although regional similarities existed among the New England colonies, differences also existed. This helps students better understand the complexity of beliefs (social, economic, and political) within the New England region and that each region, despite sharing some characteristics, was still unique.

**Essential Questions:**

- ▼ What factors led to the varied social, economic, and political characteristics of Britain's North American colonies?
- ▼ What similarities and differences existed between and among the Chesapeake, New England, and Middle Colonies?
- ▼ To what extent did religious unity exist within the New England colonies?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Web <i>AP United States History Document-Based Questions, 1973–1999</i>	Formative Assessment: Students work in groups to complete the 1993 AP U.S. History Exam's document-based question on the New England and Chesapeake colonies, demonstrating their ability to integrate primary source analysis and historical argumentation as well as showing their understanding of the similarities and differences among the British colonies. Special attention is given to students' work on developing insightful thesis statements, their analysis of documents, and the outside information that they include in their essays.

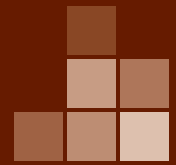
I pull excerpts from the final essays to include as models of thesis statements, analysis, and use of outside information, using these to help students learn the expectations for DBQ writing. Specific feedback is given on each essay, and writing conferences are set up to clarify expectations and group performance on future assignments.

Essential Questions:

▼ In what ways was interaction among European colonizers and between Europeans and Native American tribes responsible for the outbreak of conflict in this era? ▼ To what extent did the creation of an “Atlantic World” reshape the societies of Europe, Africa, and colonial America?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	Faragher, Chapters 3 and 4 Web “About the Pilgrims: King Philip’s War & the Continued Presence of Native People” “The Great Pueblo Revolt” “Historic Jamestowne: Bacon’s Rebellion” “1668–1774: Settlement & Strife” “The Stono Rebellion”	Instructional Activity: Working in groups, students are assigned one of the prominent conflicts in this period, such as King Philip’s War, Pueblo Revolt, Bacon’s Rebellion, Stono Rebellion, or King William’s War. Students read about the event in their textbook and conduct online research (some sample websites have been included). Student groups determine the five <i>Ws</i> (i.e., Who, What, When, Where, and Why) of their conflict as well as the central causes and results of the conflict. Each group then presents their “case study” to the rest of the class so that all students will be informed on each of the topics.
Comparison, Contextualization	Web “On the Water: Living in the Atlantic World, 1450–1800”	Instructional Activity: After listening to a short lecture and reading about key topics in the formation of the Atlantic World (online), students work in groups to create a graphic organizer that accurately illustrates the relationship between the following terms: <i>triangle trade</i> , <i>mercantilism</i> , <i>Navigation Acts</i> , <i>salutary neglect</i> , <i>Parliament</i> , <i>Virginia House of Burgesses</i> , <i>Colonial governors</i> . Student groups then compare their graphic organizers to explain how the terms relate to one another.
Historical Causation	Faragher, Chapter 5 Web “Edmund Burke: Speech on Moving His Resolution for Conciliation with the Colonies. House of Commons (March 22, 1775)” “Salutary Neglect”	Instructional Activity: We study the issue of salutary neglect and its impact on the autonomy of colonial political rights as represented by the Virginia House of Burgesses. I briefly discuss the widespread use of African slaves in the Caribbean and its impact on the growth of slavery in the colonies as an example of the policy; then the students predict/brainstorm the results of salutary neglect in the colonies in other areas. Group predictions and justifications are shared and then either confirmed or corrected by investigation in the textbook and by me. Students then write for homework a one-page essay detailing how the change in the Atlantic World explored by their group reshaped life in colonial America.

This activity helps students recognize the diverse causes of conflict between and among the inhabitants of America that resulted from their interactions (Native–British, Native–Spanish, British–French, African–British, and British–British conflicts as well as political, economic, social class, etc.).

**Essential Questions:**

▼ In what ways was interaction among European colonizers and between Europeans and Native American tribes responsible for the outbreak of conflict in this era? ▼ To what extent did the creation of an “Atlantic World” reshape the societies of Europe, Africa, and colonial America?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Contextualization	Web “On the Water: Living in the Atlantic World, 1450–1800”	Formative Assessment: Using their textbooks or online resources on the Atlantic World, students write a two- to three-page essay in response to the question, <i>To what extent did the British-American colonies represent the ideas, values, and worldview of their mother country?</i>

I provide written feedback on students' papers; I also provide copies of strong essays that we analyze in class to clarify course expectations. Reteaching of content will be addressed if needed.

Unit 2: Unit-Level Summative Assessment

This assessment is comprised of 15 multiple-choice questions analyzing primary source documents, and a four- to five-page take-home essay addressing the following prompt:

The closer the colonizing groups of North America and Native Americans came to each other physically, socially, and economically, the further apart they grew politically. Refute, modify, or support this statement using historical evidence from our class notes and documents to support your position.

Essential questions addressed:

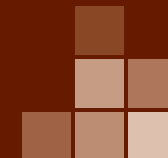
- What similarities and differences existed between and among the Chesapeake, New England, and Middle Colonies?
- In what ways was interaction among European colonizers and between Europeans and Native American tribes responsible for the outbreak of conflict in this era?

Essential Questions:

▼ What impact did the French and Indian War have on colonial America? ▼ What were the most significant causes of the American Revolution? ▼ Were the colonists justified in revolting against England? ▼ How did the United States defeat Great Britain in the war for independence?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence, Historical Causation	Draper, pp. 89–92, 97–101, 213–221 Web “Enlargement: Join or Die” “Milestones: 1750–1775. Albany Plan of Union, 1754” Nelson, “Pontiac’s War” “Observations on the Disunity of the American Colonies, 1722–1764” “The Proclamation Line of 1763” “Resource Sheet #2: Chief Pontiac’s Speech” “Salutary Neglect”	Instructional Activity: Students develop a written answer to the question, <i>What was the greatest impact of the French and Indian War?</i> , supporting their answers with information from the following three document-based inquiry stations relating to three different effects of the French and Indian War: (1) the first attempted plan to unite the colonies behind a common cause, (2) the rebellion of Native Americans resulting from the British victory (e.g., Pontiac), and (3) the tightening of British control over America, including the ownership of land and the end of salutary neglect.
Comparison		Formative Assessment: Students write a two- to three-page essay comparing Pontiac’s Rebellion to King Philip’s War or to the Pueblo Revolt (student choice). Students compare and contrast the events in three categories of their choice (e.g., outcomes for natives, outcomes for colonists, strategy, economic implications).
Appropriate Use of Relevant Historical Evidence	Web Otis, “The Rights of the British Colonies Asserted and Proved, 1764”	Instructional Activity: Students read excerpts from James Otis’s <i>The Rights of the British Colonies Asserted and Proved</i> and identify the specific reasoning given as to why the colonists feel they should not have to pay taxes at the conclusion of the period of salutary neglect.

I provide written feedback on students’ essays. For those students who struggle with content comprehension or comparison skill, I provide a review; they then rewrite one of their three categories so that I can provide further feedback.

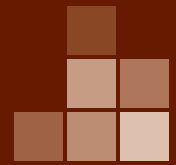
**Essential Questions:**

▼ What impact did the French and Indian War have on colonial America? ▼ What were the most significant causes of the American Revolution? ▼ Were the colonists justified in revolting against England? ▼ How did the United States defeat Great Britain in the war for independence?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison, Contextualization	<p>Web Atkinson and Neer, “The Boston Massacre: Who Was to Blame?”</p> <p>“Paul Revere’s Engraving of the Boston Massacre, 1770”</p>	<p>Instructional Activity: After reading several different primary source accounts of the Boston Massacre, students work in small groups to write a newspaper article of the event and create a picture or political cartoon to accompany it. Following this, student groups examine Paul Revere’s engraving and compare his work to their own. Students then write individual reflections hypothesizing the reasons Revere chose to portray the event as he did and who they believe his audience was. Discussion of student reflections and the use of propaganda follows.</p>
Historical Causation		<p>Formative Assessment: Students document on a timeline the major events and laws leading up to the signing of the Declaration of Independence. They write a brief synopsis of each event and select one event that they believe was the “point of no return,” explaining in a one-page essay why this event was so important. A discussion/debate of student choices as the point of no return follows in class as a way to clarify student understanding of the selected events and to practice students’ historical argumentation skills.</p>
Comparison, Contextualization	<p>Web “Confederate States of America — Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union”</p> <p>“Declaration of Independence”</p> <p>“Declaration of the Rights of Man — 1789”</p> <p>“The Haitian Declaration of Independence, 1804”</p> <p>“Modern History Sourcebook: The Declaration of Sentiments, Seneca Falls Conference, 1848”</p> <p>“Modern History Sourcebook: Vietnamese Declaration of Independence, 1945”</p> <p>“The Virginia Declaration of Rights”</p>	<p>Instructional Activity: Students take notes on the main philosophies of the Enlightenment, including the beliefs of John Locke, Voltaire, and Montesquieu. Students then view the Virginia Declaration of Rights and the Declaration of Independence to highlight examples of Enlightenment ideals within American documents. We then review examples in the list of grievances of the Declaration of Independence specifying where it demonstrates how each of the natural rights was violated (e.g., liberty via the Coercive Acts). We then review the historic impact of the Declaration of Independence by comparing it to the Declaration of the Rights of Man and Citizen (1789), the Haitian Declaration of Independence (1804), and the Vietnamese Declaration of Independence (1945).</p>

I provide written feedback on each student’s work, and a revision or re-selection of a new event and resubmission of a synopsis is required for those who struggled with the initial assignment.

For further comparison, students view the Seneca Falls Declaration of Sentiments (1848) and the Confederate States of America Declaration.

**Essential Questions:**

▼ What impact did the French and Indian War have on colonial America? ▼ What were the most significant causes of the American Revolution? ▼ Were the colonists justified in revolting against England? ▼ How did the United States defeat Great Britain in the war for independence?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Interpretation	Web Declaration of Independence lesson plan	Instructional Activity: Students complete the lesson from Stanford History Education Group on the different historical interpretations of the Declaration of Independence.
Historical Argumentation	Web Chalmers, “Plain Truth” “Charles Inglis, The True Interest of America Impartially Stated, 1776” “Declaration of Independence” Paine, “Common Sense”	Instructional Activity: Students form two groups to formally debate whether the colonists were justified in declaring their independence from Great Britain. The debate teams must draw on both loyalist and patriot documents (see materials column) to support their positions. The debate is judged and scored by me and other teachers within the building.
Historical Causation, Periodization	Teacher-created PowerPoint presentation	Instructional Activity: Students take notes from a PowerPoint lecture on the turning points of the Revolutionary War; the presentation focuses on how the United States was able, against all odds, to defeat the world’s superpower. Topics such as the importance of the Battle of Saratoga, strategy, and the motivations for fighting are discussed. Also included are the social, political, and economic effects of the war, including the emergence of republican motherhood and greater roles for women in war, the manumission of slaves, and the economic and political results of independence from Great Britain.
Historical Argumentation		Formative Assessment: In an essay of three to five pages, students explain whether they believe that America was justified in its war for independence. Essays must address social, political, and economic ideas, as well as include support from the majority of documents studied in the module. Sample essays are distributed to students and examined for their critical analysis of documents and strength of argument.

The purpose of this exercise is to help students see the perspective of the Loyalists and to consider historical perspectives other than those of the victors.

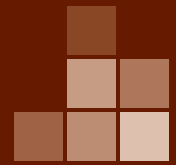
Students who struggle with the assessment confer with me and then resubmit the assignment within one week.

**Essential
Questions:**

▼ What was the impact of the American Revolution on the founders' notions of equality? ▼ What were the successes and limitations of the Articles of Confederation? ▼ Why was compromise so important to the formation of our government? Is it still important? ▼ Was the Constitution created to protect the liberty of all or to protect the wealthy elite?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	Web "Connecticut Slaves' Petition for Freedom (1779)" "Topic: Equality"	Instructional Activity: Students examine an online document related to equality, summarize the document, and share it with the class. Through the presentations, we examine the views of the founding fathers as they related to equality for men, women, slaves, and free men. Students then discuss the question, <i>To what extent did America succeed in "living the revolution"?</i> and write a short reflection summarizing their learning.
Historical Causation	Web Shays' Rebellion lesson plan	Instructional Activity: Students complete the lesson and its questions on Shays' Rebellion from the Stanford History Education Group. Following this, students take notes on a class discussion of the successes and limitations of the Articles of Confederation, which helps them to understand the need to convene the Constitutional Convention.
Contextualization	<i>A More Perfect Union: American Independence and the Constitution</i>	Instructional Activity: Using the materials and lessons from Brown University's CHOICES Unit on the Constitutional Convention (<i>A More Perfect Union ...</i>), students work in small groups to read about and then role-play a re-creation of one of the compromises of the Constitutional Convention. Following the student group work, we take notes on the actual compromises as well as the central figures involved in each.
Synthesis	Berkin, <i>A Brilliant Solution: Inventing the American Constitution</i>	Formative Assessment: Following the convention activity, students read excerpts from Carol Berkin's <i>A Brilliant Solution</i> and write a short reflection on the question, <i>Why was compromise so important to the formation of our government?</i> , using evidence from the reading and our class activities as support. In addition, students must find a modern political compromise and explain who the two sides in the debate were and what each side gained and gave up in the compromise.

I provide written feedback on each student's work. This assessment informs my decisions about next instructional steps.

**Essential Questions:**

▼ What was the impact of the American Revolution on the founders' notions of equality? ▼ What were the successes and limitations of the Articles of Confederation? ▼ Why was compromise so important to the formation of our government? Is it still important? ▼ Was the Constitution created to protect the liberty of all or to protect the wealthy elite?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence, Synthesis	Faragher, Chapters 2–4 Storing, <i>What the Anti-Federalists Were for: Political Thought of the Opponents of the Constitution</i> (selections) Web “The Anti-Federalist Papers, No. 39: Appearance and Reality” Federalists vs. Anti-Federalists lesson plan Hamilton, “The Federalist No. 9: The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection” “Selected Arguments of Antifederalists (1780s)”	Instructional Activity: Students read primary and secondary source accounts of the views of the Federalist and anti-Federalists on the power and reach of the national government. After taking notes on the positions of both, students then predict how each of the groups would view a current political debate (e.g., universal health care), using their notes and readings to support their predictions.
Historical Argumentation	Wood, “Interests and Disinterestedness in the Making of the Constitution” Web Beard, “An Economic Interpretation of the Constitution of the United States”	Formative Assessment: Critical analysis of teacher-chosen excerpts from Charles A. Beard’s <i>An Economic Interpretation of the Constitution of the United States</i> and Gordon Wood’s “Interests and Disinterestedness in the Making of the Constitution” is the centerpiece for a historical argumentation essay on the question, <i>Was the Constitution created to protect the liberty of all or to protect the wealthy elite?</i> Students must draw on both readings to argue their position, clearly weighing the evidence of both authors and arguments while making their case.

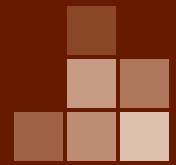
Students peer edit one another's essays before turning them in for my comments. This facilitates students helping each other when trying to create arguments and provides another opportunity for review and revision of written work. I provide feedback, and rewrites (if necessary) are assigned to students whose essays initially demonstrated a lack of understanding.

Essential Questions:

▼ How did political parties show division in George Washington’s and John Adams’s presidencies? ▼ To what extent were Washington and Adams effective in dealing with the domestic and foreign policy crises that erupted during their presidencies?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Argumentation	Faragher, Chapter 8	<p>Instructional Activity: Using their textbook, students take notes on the major domestic and foreign policy crises of the Washington and Adams presidencies (e.g., Whiskey Rebellion, Alien and Sedition Acts, Jay’s Treaty, XYZ Affair) and assign a letter grade (A–F) to each president for how well the crisis was handled. For each event, a paragraph justification must be given explaining the grade. Following this activity (which may be done in pairs), the class discusses in a seminar the question, <i>To what extent were Washington and Adams effective in dealing with the domestic and foreign policy crises that erupted during their presidencies?</i></p> <p>Instructional Activity: Using their textbook, students research the positions of the Hamiltonians and Jeffersonians and debate which group had the better plan for America. Topics can include the supremacy of state or national government, loose versus strict construction of the Constitution, the use of protective tariffs, the national bank, and foreign alliances. Following the debate, students write a short reflection on which side they believe would have been best for our nation at that time, using evidence from their notes and the debate to support their conclusion.</p>
Appropriate Use of Relevant Historical Evidence, Historical Argumentation	<p>Web AP United States History 2005 Free-Response Questions, Part A, Question 1</p>	<p>Formative Assessment: In small groups students examine the 2005 DBQ to determine the social, political, and economic impact of the American Revolution. They categorize the documents into the three different topics and create a thesis and an outline demonstrating how they would organize their essay, including any outside information they would use. Student groups then share their outlines with one another and give feedback using a grading rubric. This activity helps students develop metacognition as they plan their essay writing, discuss their approaches with others, and explain their rationale for grouping and referencing documents and providing overall structure to their essay. This provides opportunities for class discussion of the most effective practices for all students to follow.</p>

I provide both verbal and written formative feedback to students on their work.



Unit 3: Unit-Level Summative Assessment

Essay question: Students use periodization to split this unit into four to six study units. Students must explain how they would split the unit and the major concepts, themes, and topics that justify their split. Students are scored on how much historical evidence and support they use to justify their structure of the unit plan.

Essential questions addressed:

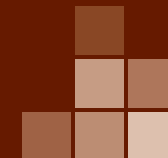
- What were the most significant causes of the American Revolution?
- What were the successes and limitations of the Articles of Confederation?
- To what extent were George Washington and John Adams effective in dealing with the domestic and foreign policy crises that erupted during their presidencies?

Essential Questions:

▼ How relevant was the Federalist Party following the Election of 1800? ▼ To what extent did nationalism and sectionalism dominate politics? Which was more influential? ▼ How effective was Jackson at balancing national and sectional interests? How democratic were his policies? ▼ In what ways were Henry Clay's American System and the platform of the Whigs a continuation of Federalist policies? How were they different from those policies?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	<p>Ellis, <i>American Sphinx: The Character of Thomas Jefferson</i>, Chapter 4</p> <p>Ellis, <i>Founding Brothers: The Revolutionary Generation</i>, Chapter 1</p> <p>Faragher, Chapter 9</p> <p>Web "Thomas Jefferson First Inaugural Address"</p>	<p>Instructional Activity: Students read Thomas Jefferson's first inaugural address and discuss its main ideas. They then use their textbook and Chapter 4 of Ellis's <i>American Sphinx</i> to outline the programs of Jefferson's first term in office and describe and categorize his actions as being representative of either Democratic-Republican or Federalist principles, to determine the extent to which Jefferson lived up to the goals of his inaugural address. Examples include: Repeal of the Alien and Sedition Acts, improved relationship with France and the Louisiana Purchase, repeal of the Whiskey Tax, continuation of national bank and tariff, budget reductions.</p>
Historical Argumentation, Change and Continuity over Time	<p>Web "Landmark Cases of the U.S. Supreme Court"</p> <p>Oyez: U.S. Supreme Court Media</p> <p>"The Supreme Court: Landmark Cases"</p>	<p>Instructional Activity: To assess the significance of the Federalist Party's role in the judicial branch, student groups are assigned one of the famous cases of the Marshall Court and must explain both in writing and in a presentation to the class how the case upholds the Federalist principles of a strong national government. Examples include: <i>Gibbons v. Ogden</i>, <i>McCulloch v. Maryland</i>, Dartmouth College Cases, <i>Marbury v. Madison</i>.</p>
Historical Causation	Faragher, Chapter 9	<p>Instructional Activity: Students examine the conflict between sectional and national issues that arose from Jefferson and James Madison's handling of foreign affairs with England, culminating in the War of 1812. After learning about several events (Embargo and Non-Intercourse Acts, War Hawks, the Hartford Convention, Tecumseh's Rebellion, the impressment of American sailors, and the Leopard and Chesapeake incident), students engage in a class discussion on the question, <i>How did the War of 1812 both expose and contribute to the growth of sectionalism in America?</i> Students write a brief position paper following the class discussion.</p>

As a follow-up activity, we read about the death of Alexander Hamilton in Ellis's *Founding Brothers* to discuss the loss of leadership in the Federalist Party.

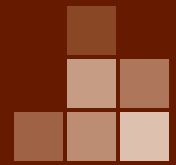


Essential Questions:

▼ How relevant was the Federalist Party following the Election of 1800? ▼ To what extent did nationalism and sectionalism dominate politics? Which was more influential? ▼ How effective was Jackson at balancing national and sectional interests? How democratic were his policies? ▼ In what ways were Henry Clay’s American System and the platform of the Whigs a continuation of Federalist policies? How were they different from those policies?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Argumentation, Appropriate Use of Historical Evidence, Change and Continuity over Time	All module resources	Formative Assessment: Students write a three-page essay assessing the extent to which the Federalist Party shaped American politics from 1800 to 1820. Specific references to court cases, events, and people should be included to support their assessment.
Appropriate Use of Relevant Historical Evidence	Faragher, Chapter 9 Web AP United States History 2002 Free-Response Questions (Form B) Video <i>The Presidents: The Lives and Legacies of the 43 Leaders of the United States</i> , Chapter 4	Instructional Activity: Students begin by watching a short video clip and reading about the presidency of James Monroe. Using a T-chart, they take notes on the influence of nationalism and sectionalism that occurred within his presidency. Using documents from the AP U.S. History Exam DBQ on the “Era of Good Feelings,” students are arranged into groups to analyze a specific document and assign their document to either a national or sectional category, explaining the reason for their choice.
	Web “Lesson 2: The Election Is in the House: 1824: The Candidates and the Issues”	Instructional Activity: Students review information on the candidates, issues, and outcome of the Election of 1824 and write a one- to two-page response to the question, <i>In what ways was this election an example of the growth of sectionalism?</i>
Change and Continuity over Time	Faragher, Chapter 10 Web Indian Removal lesson plan Texas Independence lesson plan	Instructional Activity: Student groups are assigned one of the major events of the Andrew Jackson presidency (Webster-Hayne Debate, nullification crisis, bank war, specie circular, spoils system, Indian removal, Texas statehood debate, the creation of the Whig Party) and respond to the question, <i>How successful was Jackson at balancing sectional and national interests?</i> Students also determine whether Jackson’s actions should be evaluated as democratic. Students present their positions on these questions verbally to the class.
Comparison	Faragher, Chapters 8–10	Instructional Activity: Using a Venn diagram or other graphic organizer, students record their notes comparing and contrasting Alexander Hamilton’s Federalist policies with Henry Clay’s American System. To what extent was this a continuation of the Federalist platform? How was it different? Students do the same with Jefferson’s Democratic-Republican Party and Jackson’s Democrats.

In addition to my feedback on their essays, students receive an “outside information” sheet, which lists other events or individuals that they could have referenced in their assessment. Students whose essays demonstrate a lack of understanding rewrite them with the aid of the outside information sheet to practice using support.

**Essential Questions:**

▼ How relevant was the Federalist Party following the Election of 1800? ▼ To what extent did nationalism and sectionalism dominate politics? Which was more influential? ▼ How effective was Jackson at balancing national and sectional interests? How democratic were his policies? ▼ In what ways were Henry Clay's American System and the platform of the Whigs a continuation of Federalist policies? How were they different from those policies?

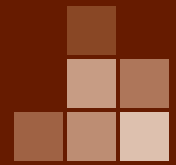
Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Argumentation		<p>Formative Assessment: Using their notes and resources from the unit, students have a class debate on the question, <i>Which president, from Jefferson to Jackson, was best at balancing national and sectional interests?</i> Although it is only carried out one day in class, it is continued in an online discussion thread through my class blog.</p>

I provide verbal feedback following the debate and written feedback on the blog. The amount of feedback necessary lets me know whether we need to review the material. If review is necessary, written answers to the question are collected and corrected to further assess student learning.

Essential Questions: ▼ What was the Southern vision for America socially and economically? ▼ To what extent did Southern life depend on the institution of slavery?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	Faragher, Chapter 11 Web Calhoun, “Slavery A Positive Good” “The Crowning of King Cotton” “Disunion: A Map of American Slavery” Douglass, <i>Narrative of the Life of Frederick Douglass, An American Slave</i> , Chapters 5 and 6 “Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> , 1861,” Chapter 5 “The Slave Trade” “Teaching with Documents: Eli Whitney’s Patent for the Cotton Gin” Wiencek, “The Dark Side of Thomas Jefferson”	Instructional Activity: Students work in groups at home and in school using their textbook and several online resources, both primary and secondary, to answer the question, <i>To what extent did Southern life depend on the institution of slavery?</i> Students use graphic organizers to delineate Southern dependence on slavery in social and economic terms.
Comparison	<i>A Forgotten History: The Slave Trade and Slavery in New England</i> Web “American Colonization Society, 1816–1865”	Instructional Activity: Students examine the slave trade and the use of slavery in the North, noting the lack of depth of integration of slavery into Northern society compared to Southern society. In this activity students learn about the creation of the American Colonization Society. Students read primary and secondary source documents and write an answer to (and discuss) the question, <i>What were the similarities and differences between slavery in the North and South?</i>

Students should have a firm understanding of how heavily the South relied on the institution of slavery to help them grasp the severity of the threat that Northern abolitionism would pose.



Essential Questions: ▼ What was the Southern vision for America socially and economically? ▼ To what extent did Southern life depend on the institution of slavery?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison	<p>Web</p> <p>Nat Turner lesson plan</p> <p>“People of Faith: Denmark Vesey”</p>	<p>Instructional Activity:</p> <p>To learn about the active resistance of slaves to the institution of slavery, students read primary documents and examine a timeline on the Nat Turner rebellion, then compare this information to the rebellion of Denmark Vesey, citing similarities and differences. Students then write a reflection and discuss whether they view either Turner or Vesey as murderers or martyrs for their actions, defending their views with evidence from the articles.</p>
Historical Argumentation		<p>Formative Assessment:</p> <p>Students write an essay responding to the statement, “By 1848 slavery could not be easily abolished in the South without great upheaval.” Students support, modify, or refute this statement, being sure to address both social and economic forces in the South. The class designs a rubric ahead of time for this essay, which I use in providing feedback. Having students engaged in the creation of the rubric, with my guidance, allows them to see what I find important and to clarify their task ahead of time.</p>

Essays in need of improvement are returned with a blank rubric for self-scoring and then discussed in a conference with me to make note of any discrepancies. Students revise their work following the conference, and a new student-scored rubric must be completed. This gives me greater awareness of the student's ability to comprehend instruction and assess his or her level of self-awareness in their writing.

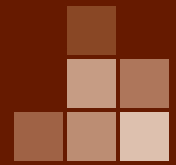
Essential Questions: ▼ What was the Northern vision for America socially and economically? ▼ To what extent was this vision shared by the South? ▼ To what extent was the Second Great Awakening successful in reforming America?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison	Faragher, Chapter 12 Web “The Mill Girls & Immigrants Exhibit” “Primary Documents”	Instructional Activity: Students rotate through inquiry stations on Lowell Mills, examining different rules for life in the town and working conditions in the mills. They complete a graphic organizer comparing life in the mills to the lives of slaves and farmers in the South. Following this exercise, I give a PowerPoint presentation on the transportation and market revolutions and how both the North and South were impacted by these changes, including textile workers in Lowell as well as plantation owners and slaves in the South.
Contextualization	Web Chinese Immigration and Exclusion lesson plan “Immigration and Emigration” “Immigration in the Early 20th Century” Irish Immigration lesson plan	Instructional Activity: Students examine the growth of immigration and the response to it in America. Areas of study include the hiring of Irish labor in Lowell Mills as well as Irish discrimination and the development of the Know-Nothing Party. Students respond to questions and complete a graphic organizer describing whether they think the Irish were considered white people in the 19th century; this is followed by a short lecture on immigration, nativism, and the economics of lowering wages and job scarcity. Following this exercise, students research the Chinese Immigration and Exclusion Act, New Immigration, or immigration in the present day, and create a comparison of similarities and differences as they relate to the topics regarding the Irish discussed in class.
Appropriate Use of Relevant Historical Evidence, Comparison	Faragher, Chapter 13 Web “Topic: Cult of Domesticity”	Instructional Activity: Working in pairs, students research and deliver presentations to the class on various leaders and movements of the Second Great Awakening. In their presentations, students discuss their assigned leader(s), the issue of reform, the impact of their work, the location/focus of the movement and how other parts of the nation felt about it, and a primary source document related to their topic. Following the presentations, students compare their research to the presentation of another pair to show a common theme between the two to better understand some of the ethos of the Second Great Awakening.

Though it may seem insensitive to compare free labor to slavery, I want students to make this comparison because it was a historical argument made by Southern defenders of slavery.

Following the study of immigration in that time period, comparisons are made to other periods of immigration, such as the “New Immigration” wave and the trends in American immigration today.

For example, a pair may be assigned Elizabeth Cady Stanton. The issue would be women’s rights, and they would include excerpts from the Declaration of Rights and Sentiments and discuss the impact of the Seneca Falls Declaration as well as its limitation as predominantly a Northern movement.



Essential Questions: ▼ What was the Northern vision for America socially and economically? ▼ To what extent was this vision shared by the South? ▼ To what extent was the Second Great Awakening successful in reforming America?

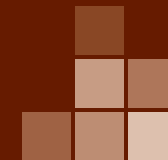
Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence, Historical Argumentation	Web AP United States History 2002 Free-Response Questions	Formative Assessment: Students practice writing and integrating teacher feedback from previous practice DBQs by writing at home a DBQ essay on the Second Great Awakening, with a full complement of resources to refer to, including notes and the textbook as well as a full afternoon and evening to work.

I give targeted feedback for individual student improvement for future DBQ assignments. Their performance on this assessment lets me know whether I can move on to giving them a DBQ in class with time constraints or if more practice is needed with take-home resources.

Essential Questions: ▼ In what ways did the West represent the shared visions of both the North and South? ▼ To what extent did the West represent a battleground between Northern and Southern dominance? ▼ Was the Mexican War justified?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison	Faragher, Chapter 13 Independent Web research	Instructional Activity: Students investigate two states in the West and write about the extent to which they represent the ideas of the North and South. Examples may include Texas as model of the South and Michigan to demonstrate influence from the North with internal improvements, industries, and ports. Students create a list of points of comparison between the Western states and their Eastern counterparts.
Appropriate Use of Relevant Historical Evidence, Historical Argumentation	Web Manifest Destiny lesson plan Polk, “Message on War with Mexico May 11, 1846” Thoreau, “On the Duty of Civil Disobedience” Wilmot, “Wilmot Proviso, August 12, 1846” “Wilmot Proviso”	Instructional Activity: Students create a timeline of the causes of the Mexican War using their textbook. They then read John L. O’Sullivan’s remarks on Manifest Destiny, James K. Polk’s Declaration of War against Mexico, the Wilmot Proviso, and excerpts from Thoreau’s essay “On the Duty of Civil Disobedience.” For homework, students write two-page responses to the question, <i>Was the United States justified in going to war with Mexico?</i> Responses must cite each of the documents read in class. Formative Assessment: Students write an imagined response from President James K. Polk to Thoreau’s essay “On the Duty of Civil Disobedience.” The response should be in the form of a letter and must provide a rebuttal to the arguments set forth by Thoreau as well as include the justifications that Polk used in his request for a declaration of war against Mexico.

By reading student responses, I am able to assess their understanding of both Thoreau’s and Polk’s positions. I provide any needed clarifications directly on student papers. If I notice common errors in student work, I review this content in class.



Unit 4: Unit-Level Summative Assessment

In writing, students must respond to the following questions: *To what extent did a truly “United” States identity exist by 1848? Did the tensions of sectionalism outweigh the national forces that pulled us together? Are these issues on which compromise could have been reached, or was civil war inevitable?* Students must include references to issues of race, class, gender, religious, ethnic, and cultural identities and specific documents from the unit in their response.

Essential questions addressed:

- To what extent did nationalism and sectionalism dominate politics? Which was more influential?
- What was the Northern vision for America socially and economically?
- To what extent was this vision shared by the South?
- To what extent did the West represent a battleground between Northern and Southern dominance?

Essential Questions:

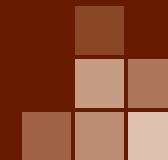
▼ What events were the catalysts of civil war? ▼ When was the point of no return for a war between the states? ▼ Why did compromise no longer work between North and South? ▼ To what extent did the West represent a battleground over competing visions of America's future?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	<p>Web "The Ostend Manifesto. Aix-La-Chappelle: October 18, 1854"</p> <p>Sandweiss, "John Gast, <i>American Progress</i>, 1872"</p> <p>"Territorial Acquisitions of the United States"</p>	<p>Instructional Activity: Students complete a brief map activity demonstrating the acquisition of land across the continental United States, writing in dates and explaining how each segment was acquired. Students then read excerpts from the Ostend Manifesto, noting the reasons given in the document for American expansion and the justification of the Mexican War. Students then create a list of reasons not mentioned in the document, based on their understanding of the concept of Manifest Destiny and John Gast's <i>American Progress</i> lithograph.</p>
Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Faragher, Chapter 15	<p>Instructional Activity: After an overview lecture/PowerPoint presentation on events from 1850 to 1861 (Compromise of 1850 through the attack on Ft. Sumter), students read further about the events in their text and create a list of the three most important causes of the Civil War within this time, defending their choices with quotes from their text and with primary and secondary source accounts of these events. Students submit their research for a grade and use it during our seminar discussion (see formative assessment below).</p> <p>Formative Assessment: Students participate in a seminar-style discussion addressing the question, <i>When was the point of no return for a war between the states?</i> During the seminar, students must present evidence from their research to support their claims. They also share this evidence later in a continuation of the discussion on my blog. Following the seminar, students turn in their research notes for teacher feedback.</p>
Appropriate Use of Relevant Historical Evidence	<p>Faragher, Chapter 15</p> <p>Oates, "Let Them Hang Me"</p> <p>Web "Dred Scott Case: The Supreme Court Decision"</p>	<p>Instructional Activity: Students outline the key features of the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act. They then read excerpts from the Dred Scott Decision and answer the question, <i>Why would compromise no longer work following the decision of the Supreme Court in Dred Scott v. Sanford?</i></p>

Students see the American desire to expand as extending beyond our continental borders and apply their understanding of Manifest Destiny discussed in the last unit.

This activity serves as preparation for a seminar-style graded discussion and provides time for research skill development.

I provide verbal feedback based on students' arguments in the seminar as well as the evidence presented from their research. Individual written feedback is included in online discussion threads and when I return individual student research. A review of the pertinent causes of the Civil War and their significance follows in class, if necessary.



Essential Questions:

▼ What events were the catalysts of civil war? ▼ When was the point of no return for a war between the states? ▼ Why did compromise no longer work between North and South? ▼ To what extent did the West represent a battleground over competing visions of America’s future?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Argumentation	<p>Web John Brown lesson plan “John Brown Lesson Plan: Creating a Timeline”</p>	<p>Instructional Activity: Students study the life and actions of John Brown (Pottawatomie, Harper’s Ferry) in class and finish at home. For homework, students write a two-page response to the question, <i>Was John Brown a murderer or a martyr?</i> Students are required to use evidence from documents and readings to support their positions.</p>
Patterns of Change and Continuity over Time	<p>Foner, <i>The Fiery Trial</i>, Chapters 1, 3, and 5 Web Ewers, “Abraham Lincoln’s Great Awakening: From Moderate to Abolitionist” “Lesson 4: Abraham Lincoln, the Election of 1860, and the Future of the American Union and Slavery” “Secession and the Civil War”</p>	<p>Instructional Activity: Students analyze Abraham Lincoln’s developing position on the issue of slavery and the impact of his victory in the Election of 1860. In a class discussion, students answer the questions, <i>What did Lincoln and the Republican Party really stand for on the issue of slavery?</i> and <i>Was the South justified in its secession?</i> Student discussion must be supported by evidence from the documents.</p>

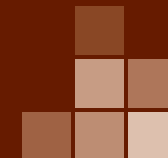
Essential Questions:

▼ What were the goals of the North and South in the Civil War? How did they change throughout the war? ▼ What advantages did each side have throughout the war? ▼ How would you account for the Northern victory? ▼ What did each side win and lose? ▼ How did the Civil War both reaffirm American principles and alter them?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison	Faragher, Chapter 16	Instructional Activity: Using data I have collected and organized into a handout, students compare the advantages of the North and South going into the war by key areas such as population, quality of leadership, reason for fighting, financial resources, and industrial output. We use this data to predict the course and outcome of the war. For instance, the Confederacy's better military preparedness would give them an early advantage, but the North's larger population might be able to win through in the end.
	Web "Abraham Lincoln: First Inaugural Address" "Jefferson Davis's Last Speech Before the U.S. Senate"	Instructional Activity: Students read speeches of Abraham Lincoln and Jefferson Davis to ascertain the goals of each as they entered into the Civil War. Students then write a short paper outlining the goals of each side as they were on the cusp of the Civil War, using quotations from the documents as supporting evidence.
Historical Causation, Patterns of Continuity and Change over Time	Teacher-created PowerPoint presentation	Instructional Activity: Students take notes on a timeline presentation on the major events of the war from 1861 to 1863.
Appropriate Use of Relevant Historical Evidence, Comparison, Contextualization	Web "The Emancipation Proclamation" Emancipation Proclamation lesson plan "Emancipation," Thomas Nast Lithograph, circa 1865, detail" Harris, "The New York City Draft Riots of 1863" "Lincoln's Letter to Horace Greeley, August 22, 1862" "Lincoln Plays the Trump Card" "Teaching with Documents: The Fight for Equal Rights: Black Soldiers in the Civil War" Volck, "Writing the Emancipation Proclamation"	Instructional Activity: Drawing on small-group analysis of a variety of primary source perspectives on the Emancipation Proclamation, students discuss the questions, <i>Why did Lincoln issue the Emancipation Proclamation?</i> and <i>How was it viewed in both the North and South?</i> Following the discussion, students write a one- to two-page summary citing several of the documents studied.

Students who require (or desire) extra practice in research can use their textbook to identify an additional area of comparison or a specific detail within one of the existing areas (e.g., naval strength or the leadership characteristics of Lincoln and Davis).

This sets up the next activity in which students examine Lincoln's purposes behind the Emancipation Proclamation.



Essential Questions:

▼ What were the goals of the North and South in the Civil War? How did they change throughout the war? ▼ What advantages did each side have throughout the war? ▼ How would you account for the Northern victory? ▼ What did each side win and lose? ▼ How did the Civil War both reaffirm American principles and alter them?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Argumentation	Teacher-created PowerPoint presentation	Instructional Activity: Students take notes on a lecture about the end of the war and the reasons for Union victory. Following the lecture, students compare notes to see what they found most important. My own notes are posted on the website for further comparison.
	“Civil War: Casualties and Costs of the Civil War” Web “Post-1865: Effects of the War”	Instructional Activity: Students examine data on the costs of the war (human and economic) in class and at home, including the assassination of Abraham Lincoln and some of the major effects of the war itself. For homework, they write a one- to two-page response on the issue of whether the war was worth the price. All responses must include specific references from the documents.
Contextualization, Interpretation	Madaras and SoRelle, Issue 15: “Did Abraham Lincoln Free the Slaves?”	Formative Assessment: Students read from two historians’ perspectives (James M. McPherson and Vincent Harding) on the question, <i>Did Abraham Lincoln free the slaves?</i> Students must: <ol style="list-style-type: none"> briefly explain the main point made by McPherson, briefly explain the main point made by Harding, and provide <i>one</i> piece of evidence on the topic of the Emancipation Proclamation that is <i>not</i> included in the passages, and explain how it supports the interpretation in either passage. This assessment helps students practice as historians by interpreting the “constructed” views of the past.

I feel this type of activity is important to do intermittently throughout the year to prepare students for college lectures. Capturing the most salient points of a lecture is a valuable skill and can help make studying more efficient.

This serves as good practice for the new types of AP exam questions in a setting in which I can provide individual feedback addressing both content knowledge and test-taking skills. The class performance indicates how much further practice of these specific skills (contextualization and interpretation) should be emphasized in future lessons.

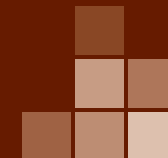
Essential Questions:

▼ To what extent did Reconstruction resolve the issues that brought America into the Civil War? ▼ What were the greatest obstacles to a more successful Reconstruction? ▼ In what ways could Reconstruction be seen as another compromise between North and South? ▼ What were the most important legacies of the Civil War and Reconstruction in terms of race, class, gender, politics, and economics? ▼ Should Reconstruction be viewed as a success or failure?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison	Faragher, Chapter 17	Instructional Activity: Using their textbook and class lecture notes, students create a chart comparing the plans of congressional and presidential Reconstruction under Andrew Johnson. Students outline the goals of each group as they relate to several factors (e.g., voting rights for ex-confederate officials and freedmen) as well as include a timeline of actions taken from 1865 to 1868.
Appropriate Use of Relevant Historical Evidence, Patterns of Change and Continuity over Time	Web Cuordileone, “The Meaning of Emancipation in the Reconstruction Era” “The Negro Question: Special Features”	Instructional Activity: Students view segments of the PBS Documentary <i>Reconstruction: The Second Civil War</i> , focusing on the role of the Ku Klux Klan. This begins a lesson on the Southern reaction to Northern attempts to aid African Americans and the actions of carpetbaggers and scalawags. Students then view the political cartoons of Thomas Nast on the views of African Americans in Reconstruction to analyze the changing sentiment toward them in the South and nationally.
Historical Argumentation, Appropriate Use of Relevant Historical Evidence	Web “Address of Susan B. Anthony: Is It a Crime for a Citizen of the United States to Vote?” Cuordileone, “The Meaning of Emancipation in the Reconstruction Era” Du Bois, <i>Black Reconstruction in America 1860–1880</i> “Primary Sources: Louisiana Black Code (1865)” “Teacher’s Guide” Reconstruction SAC lesson plan “Reconstruction”	Instructional Activity: Students begin by writing their own definition of what a successful Reconstruction era would include. In small groups, they analyze a variety of primary and secondary sources on the successes and failures of the Reconstruction era. Students take notes on and discuss the extent to which the Reconstruction era was a success. For homework, students write a one- to two-page response incorporating several of the documents to support their thesis.

Following this activity, students write a short account of why Johnson was impeached.

This investigation takes one to two days and culminates in the discussion and written reflection on the success or failure of the period. Issues of women’s rights, civil rights, politics, economics, and class struggle are addressed.



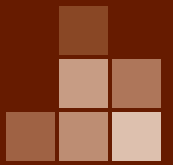
Essential Questions:

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Historical Thinking Skills	Materials	Instructional Activities and Assessments
Interpretation	Ward, Chapter 27	<p>Instructional Activity: In small groups, students read and discuss five different secondary accounts of the Reconstruction era from texts written between 1878 and 1995 to see the changing vision of Reconstruction’s success. In their notebooks, students respond to the question, <i>How has the interpretation of the Reconstruction era changed, and what do you believe accounts for that change?</i> The response is completed for homework if not finished in class.</p>
	Foner, <i>A Short History of Reconstruction</i> , Epilogue Web Perman, “Eric Foner’s Reconstruction: A Finished Revolution”	<p>Formative Assessment: Students read the epilogue of Eric Foner’s <i>Short History of Reconstruction</i> and have a seminar discussion of his conclusions, taking a position on whether they agree or disagree with Foner and explaining their choice. Students then write a response evaluating Foner’s assessment of the failure of Reconstruction, using evidence from the unit to either support or disprove Foner’s specific claims.</p>

With this activity I want students to see firsthand how history is constructed and interpreted. Reconstruction offers a good opportunity for this because it has been viewed in such radically opposing interpretations.

I give students individual feedback during the seminar as well as on their written responses. Clarification of content is also provided. For further practice with interpretation, I have students read Perman’s review of Foner’s book and identify Perman’s points of agreement and disagreement with Foner’s conclusions.



Unit 5: Unit-Level Summative Assessment

Students write a four- to five-page paper answering the following questions, including evidence from documents used throughout the unit to support their conclusions: *To what extent were social, political, and economic divisions in the American identity that existed early in American history resolved by the Civil War and Reconstruction? Did it resolve the problems it needed to or was this just another compromise that left America still in a state of indecision? Did this period answer the questions that people were struggling with or create more questions?*

Essential questions addressed:

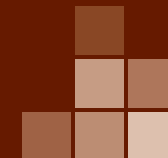
- What were the goals of the North and South in the Civil War? How did they change throughout the war?
- What did each side win and lose?
- How did the Civil War both reaffirm American principles and alter them?
- To what extent did Reconstruction resolve the issues that brought America into Civil War?
- In what ways could Reconstruction be seen as another compromise between North and South?
- What were the most important legacies of the Civil War and Reconstruction in terms of race, class, gender, politics, and economics?
- Should Reconstruction be viewed as a success or failure?

**Essential
Questions:**

▼ In what ways did the settlement of the West represent a conflict over limited resources? ▼ Is it fact or myth that the West was settled mainly by self-reliant pioneers? ▼ How did the closing of the Western frontier shape Native American identity? ▼ How did the settlement of the West change life for minorities and women? ▼ Why did farmers become politically active through the Populist Party?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence, Comparison	Faragher, Chapter 18 Web Battle of Little Bighorn lesson plan “The Battle of the Little Bighorn, 1876” “Indian Boarding Schools: Tools of Forced Assimilations, 1870 to the 1960s”	Instructional Activity: The class is divided into three groups, each to research one of three major laws that affected the settlement of the West (Homestead, Morrill, and Pacific Railway Act). Each group gives a short presentation to explain the act, provide primary source accounts of the act from the time period, describe who the act helped and who it hurt, and discuss the impact of the law on the settlement of the West — both positive and negative.
Historical Argumentation	“Indian Policy” Jackson, <i>A Century of Dishonor</i> , Appendix 1 Johns, “Buffalo Bill’s Wild West Show” King, “Where the Buffalo No Longer Roamed” Mannikko, “Black Hills Gold Rush: History of Business in the U.S”	Instructional Activity: Students begin by reading about the Battle of Little Bighorn in documents from the Stanford History Education Group website, then work in small groups to conduct research using their textbook and several online sources to come up with a one-page answer to the question, <i>Who was responsible for the Battle of Little Bighorn?</i> After each group shares their responses, each student writes a one-page reflection explaining how the battle represented a “conflict over limited resources.”
Appropriate Use of Relevant Historical Evidence	“Massacre at Wounded Knee, 1890” “Primary Documents in American History: Morrill Act” “Primary Documents in American History: Pacific Railway Act” “Teaching with Documents: The Homestead Act of 1862” “Treaty of Fort Laramie (1868)” Winnemucca Hopkins, “Life Among the Piutes: Their Wrongs and Claims,” Chapter 1	Formative Assessment: Students read a variety of primary and secondary sources on the impact of the Transcontinental Railroad, Indian Boarding Schools, and Buffalo Bill’s Wild West Show, gathering evidence on how the identity of Native Americans was altered by Anglo American settlement. Students write a three-page essay answering the question, <i>How was Native American identity shaped and altered by Westward settlement?</i> The use of documents from the module to support the essay is required. This is an important question to address for the theme of Native American identity as well as the changes to American identity as a result of the settlement of the West.

I provide written feedback on each essay, and a student meeting and an essay revision is required for all students who demonstrate a lack of understanding about document use and analysis.

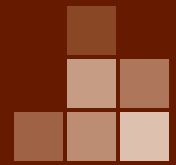


Essential Questions:

▼ In what ways did the settlement of the West represent a conflict over limited resources? ▼ Is it fact or myth that the West was settled mainly by self-reliant pioneers? ▼ How did the closing of the Western frontier shape Native American identity? ▼ How did the settlement of the West change life for minorities and women? ▼ Why did farmers become politically active through the Populist Party?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Appropriate Use of Relevant Historical Evidence	<p>Web “Hydraulic Gold Mining in California’s Sierra Nevada Mountains” Perrottet, “John Muir’s Yosemite”</p>	<p>Instructional Activity: Using images of hydraulic mining and incorporating information about individual pioneers and supply salesmen such as Levi Strauss, I instruct students on the development of industry in the West, using mining as a case study to show that those who made the most money were large-scale businesses and not pioneers or forty-niners. Examples include the use of hydraulic mining techniques, the Anaconda Copper Company, examples of bonanza farms, the railroad industry, and large-scale cattle ranches. The growth of grassroots conservation and legislation in response to this business boom in the Caminetti Act is also addressed as is the work of John Muir and the Sierra Club.</p>
Historical Causation	<p>Web “The Farmers Revolt” “The Omaha Platform: Launching the Populist Party” Populism and the Election of 1896 lesson plan “Resolutions of a Meeting of the Illinois State Farmers’ Association April 1873” “Supreme Court Case: Munn v. Illinois 1877”</p>	<p>Instructional Activity: Students learn about the growth of agrarian politics in the West by examining the development of the Populist Party out of the Granger Movement. Students read charts, graphs, and primary source accounts about farming to answer the question, <i>Why did farmers become politically active?</i> They first address the question in class discussion and then in a two- to three-page written response, including quotes and references to the documents studied in the activity.</p>
	<p>Web “Luzena Stanley Wilson ‘49er: Her Memoirs as Taken Down by Her Daughter in 1881” “Mormon Pioneer: History and Culture” “Vaqueros” “Western Migration and Homesteading” Wilmore, “The Other Pioneers: African-Americans on the Frontier” “Women of the Wild West”</p>	<p>Instructional Activity: In small groups, students research the changing roles of women and African Americans in the West and answer the questions, <i>How did the settlement of the West change life for minorities and women? To what extent did the West represent new opportunities?</i> Groups verbally present their research to the class as we take notes on the findings.</p>

This activity is designed to show the growth over time of agriculture’s voice in the political sphere, and it will help students anticipate the eventual acceptance of many Populist ideas during the Progressive Era.

**Essential Questions:**

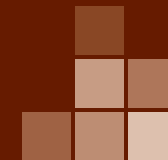
▼ In what ways did the settlement of the West represent a conflict over limited resources? ▼ Is it fact or myth that the West was settled mainly by self-reliant pioneers? ▼ How did the closing of the Western frontier shape Native American identity? ▼ How did the settlement of the West change life for minorities and women? ▼ Why did farmers become politically active through the Populist Party?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Interpretation	<p>Web</p> <p>“Frederick Jackson Turner (1861–1932)”</p> <p>“The Frontier in American History: Frederick Jackson Turner,” Chapter 1</p> <p>McClintock, “The Turner Thesis: After Ninety Years It Still ‘Lives On’”</p>	<p>Formative Assessment:</p> <p>Students read about Frederick Jackson Turner’s frontier thesis in their text and on the PBS website and then write a critique of Turner’s thesis, citing evidence from our learning throughout the unit. I want students to analyze and evaluate the strength of Turner’s thesis to work on the skill of interpretation, which is so necessary for emerging historians.</p>

I provide feedback on student critiques with targeted written comments. I have students read McClintock’s review of the Turner thesis and identify past critiques of Turner’s work to further develop their interpretation skills.

Essential Questions: ▼ How did the industrialists of the Gilded Age shape their era? ▼ In what ways did the industrialists of the Gilded Age make a lasting impression through philanthropy? ▼ Were the actions of Carnegie and Rockefeller justified, in the end?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison	<p>Videos</p> <p>“Andrew Carnegie: The Richest Man in the World”</p> <p>“The Rockefellers”</p>	<p>Instructional Activity:</p> <p>Students view “Andrew Carnegie: The Richest Man in the World” from PBS Video’s <i>The American Experience</i> and “The Rockefellers” segment on John D. Rockefeller to gain insight into the childhoods, rise to power, and accomplishments of these industrial leaders. Students take notes on how the two men’s childhoods shaped their business lives and answer the question, <i>How did each man shape, and how was each man shaped by, the Industrial Revolution?</i> After watching the videos, as a class we take note of similarities such as the accumulation of wealth and work in philanthropy and differences such as vertical and horizontal integration of business.</p>
Contextualization	<p>Web</p> <p>“Biography: Frederick T. Gates”</p> <p>“Map, Interactive: The Titans Mark on America”</p> <p>“Modern History Sourcebook: Andrew Carnegie: The Gospel of Wealth, 1889”</p> <p>“People & Events: Herbert Spencer”</p> <p>“Philanthropy 101”</p>	<p>Instructional Activity:</p> <p>In small groups, students read about Herbert Spencer’s theory of social Darwinism and excerpts from Carnegie’s Gospel of Wealth and about Frederick Gates. Each group creates a written response to the question, <i>How did Carnegie and Rockefeller feel philanthropy should be administered?</i> Students then research the philanthropic contributions of Carnegie and Rockefeller to find examples of each man’s vision of philanthropy (e.g., Carnegie’s libraries provide the “ladders” for those hard working people who wish to improve themselves).</p>
Contextualization, Historical Argumentation	<p>Standiford, Chapter 10: “Strike Three”</p> <p>Web</p> <p>“Biography: Ida Tarbell”</p> <p>“Primary Resources: A Journalistic Masterpiece”</p> <p>“Primary Resources: The Ludlow Massacre”</p> <p>“Strike at Homestead Mill”</p>	<p>Instructional Activity:</p> <p>Students read about the conflicts between Carnegie and Rockefeller and their labor at Homestead and Ludlow respectively. Using this information, students prepare for a seminar-style debate over whether Carnegie and Rockefeller should be men worthy of our respect and admiration. Students must assemble resource information in the categories of (1) treatment of workers, (2) philanthropy, and (3) business acumen.</p>



Essential Questions: ▼ How did the industrialists of the Gilded Age shape their era? ▼ In what ways did the industrialists of the Gilded Age make a lasting impression through philanthropy? ▼ Were the actions of Carnegie and Rockefeller justified, in the end?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Argumentation	All resources used in module Web AP United States History 2012 Free-Response Questions, Part A, Question 1	Formative Assessment: This assessment is a seminar-style debate/discussion, addressing the question, <i>Were the actions of Carnegie and Rockefeller justified, in the end?</i> Students debate the categories of (1) treatment of workers (working conditions, wages); (2) philanthropy (for whose benefit; was this a way to control money after death, a purely selfless act, or atonement for sins); and (3) business acumen (how did they change industry, how much were they personally responsible vs. being in the right place at the right time, calculated risk-taking). Following the debate, students each write a three-page response to the question, citing source information from the module. This requires students to demonstrate their ability to construct a historical perspective and support a historical argument.

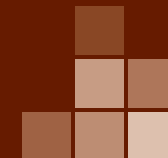
I provide students with verbal feedback during the debate and written responses on their essays. Next steps include reteaching content where necessary as well as having students practice forming arguments in small groups using the 2012 AP U.S. History Exam DBQ.

Essential Questions:

▼ What role did government play in settling disputes between industrialists and labor? ▼ How did “new” immigration impact labor, urbanization, politics, and the lives of native-born Americans? ▼ What were the main criticisms of the Gilded Age? To what extent was a “New South” created for African Americans?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Interpretation	Web “The Pullman Era” “The Pullman Strike: The Events of 1894”	Instructional Activity: Students address the question, <i>What role did the government take in mediating disputes between labor and industry?</i> by examining the case study of the Pullman Strike and the roles of George Pullman, Eugene Debs and the ARU, the Illinois government, and President Grover Cleveland. Following this investigation into both primary and secondary source readings online, I deliver to students a timeline of government intervention, highlighting key pieces of legislation and their impact. These include <i>Munn v. Illinois</i> , the Interstate Commerce Act, The Wabash Case, The Sherman Anti-Trust Act, <i>Loewe v. Lawlor</i> (Danbury Hatters’ Case), and the creation of Labor Day.
Patterns of Continuity and Change over Time	Web “Progressive Era to New Era, 1900–1929: Immigrants in the Progressive Era” “Urban Political Machines”	Instructional Activity: Students read charts, statistics, and personal accounts and view pictures regarding the period of “New Immigration,” taking notes on ways the new immigrants were changed by coming to America as well as how they, in turn, changed America.
Appropriate Use of Relevant Historical Evidence	Web Riis, “How the Other Half Lives: Studies Among the Tenements of New York,” Chapters 6, 15, 16, 20, 21, and 22	Instructional Activity: To learn about how immigrant families lived and worked on the Lower East Side, students work in small groups assigned to read and report on a specific chapter of Riis’s <i>How the Other Half Lives</i> . Then students view the photos taken by Riis and write a response supporting Riis’s line from his introduction that “Long ago it was said that ‘one half of the world does not know how the other half lives.’” This activity also provides more information to students about immigration’s impact on urbanization.

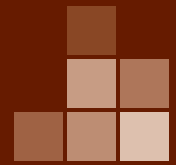
I want students to continue to work through conflicting interpretations of events by seeing them from multiple perspectives and to realize that, although government involvement may seem one sided, there were examples to the contrary and accurate historians need to account for this.


Essential Questions:

▼ What role did government play in settling disputes between industrialists and labor? ▼ How did “new” immigration impact labor, urbanization, politics, and the lives of native-born Americans? ▼ What were the main criticisms of the Gilded Age? To what extent was a “New South” created for African Americans?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	Web “I Seen My Opportunities and I Took ‘Em.’: An Old-Time Pol Preaches Honest Graft”	Instructional Activity: Students read G. W. Plunkitt’s speech on “Honest Graft” and view a short PowerPoint presentation on the role of machine politics in New York City under Boss Tweed and Tammany Hall. I provide examples of corruption, and we have a class discussion on the role the politicians played in helping new immigrants, including analysis of Thomas Nast’s political cartoons of the era related to Boss Tweed. For homework, students write an editorial response to Plunkitt’s interview speech, either agreeing with or critiquing his assertions.
	Web “Eugene V. Debs” “List of Works: Thomas Nast” “Mark Twain, from <i>The Gilded Age</i> (1873)” “New Immigrants, 1896” “Protestant Paranoia: The American Protective Association Oath” “The Shame of the Cities: Steffens on Urban Blight”	Instructional Activity: Students work in small groups to review the ideas of Mark Twain, analyze political cartoons of Thomas Nast, read selected quotes of Eugene V. Debs and excerpts from Lincoln Steffens’ muckraking book <i>The Shame of the Cities</i> , and study resources on the American Protective Association and nativism generally. They briefly discuss the question, <i>What were the main criticisms of the Gilded Age?</i> , and then create a collaborative three-page essay.
Patterns of Continuity and Change over Time, Periodization, Historical Argumentation	Du Bois, Chapter 4: “Of the Meaning of Progress” Web “African Americans After Slavery” “Jim Crow Stories: Ida B. Wells Forced Out of Memphis (1892)” “Jim Crow Stories: <i>Plessy v. Ferguson</i> (1896)” “Ida B. Wells: Southern Horrors. Lynch Law in All Its Phases, 1892”	Instructional Activity: First, students learn about the growth of Jim Crow legislation in the South by analyzing primary and secondary source accounts from Ida B. Wells and others who lived through the Jim Crow era. Students then discuss the question, <i>To what extent was a “New South” created for African Americans?</i> , citing information from their readings to support their verbal assertions. A two-page summary with supporting quotes from the reading is collected from students following the discussion.

This activity immerses students via an inquiry model into more of the primary documents of the time period, providing them with opportunities to recognize bias.

**Essential Questions:**

▼ What role did government play in settling disputes between industrialists and labor? ▼ How did “new” immigration impact labor, urbanization, politics, and the lives of native-born Americans? ▼ What were the main criticisms of the Gilded Age? To what extent was a “New South” created for African Americans?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Argumentation	Web AP United States History 2008 Free-Response Questions (Form B), Part A, Question 1	Formative Assessment: Students work individually in class to complete the 2008 AP U.S. History Exam DBQ on Immigration (Form B). Following their completion of the essay, students use the released scoring rubric to evaluate, edit, and revise their own work, and then review a peer’s revised essay. This exercise continues our DBQ practice from Unit 4, with students now practicing not only writing essays but also scoring them. Future instructional steps include practicing with more document analysis and assessment of writing on more practice DBQs.

The final revised copy is turned in for my written feedback. I also provide feedback throughout the revision stages as a facilitator in the room, in addition to explaining the nuances of the rubric and how it is interpreted. If content topics need review, I reteach as necessary.

Unit 6: Unit-Level Summative Assessment

Students answer 20 multiple-choice questions in the new AP exam format based on a variety of primary documents used within the unit and complete a take-home paper in which they write a four-page response to the questions, *What role did American business play in transforming America into a modern nation? Who were the greatest winners and losers in this transformation of America?* Students must draw on information from all modules in this unit, including primary and secondary source documents.

Essential questions addressed:

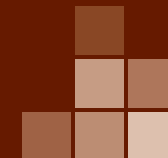
- In what ways did the settlement of the West represent a conflict over limited resources?
- Is it fact or myth that the West was settled mainly by self-reliant pioneers?
- How did the industrialists of the Gilded Age shape their era?
- What role did government play in settling disputes between industrialists and labor?
- How did “new” immigration impact labor, urbanization, politics, and the lives of native-born Americans?
- What were the main critiques of the Gilded Age?
- To what extent was a “New South” created for African Americans?

Essential Questions:

▼ How did the actions of individuals and the government improve life in the Progressive Era? ▼ What critiques of American life were offered by Progressive reformers? ▼ To what extent did America uphold its democratic ideals in this era?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Contextualization	Teacher-created PowerPoint presentation	Instructional Activity: I give students an overview of Progressivism, detailing the many facets of the movement while emphasizing the ethos that connected them all: reform and the application of religious or scientific methods to solving the problems of the Gilded Age, including the Social Gospel movement.
	Faragher, Chapter 21 Various works on individuals, for example: Morris, Chapter 26 Web Addams, “Twenty Years at Hull House with Autobiographical Notes”	Instructional Activity: Students must recognize the important role of individual Americans in various issues, including helping to improve life in the cities. To do this, each student is assigned a person from a list of muckrakers and settlement house workers. Students individually research their person and create a poster showing the cause and impact of their assigned reformer. The next day in class students post their work and participate in a gallery walk, taking brief notes on each of the reformers. For homework each student reads excerpts from <i>Twenty Years at Hull House</i> and writes a brief reflection on the question, <i>How does the Progressive Era prove that one person can make a difference?</i>
Historical Causation	Faragher, Chapter 21	Instructional Activity: Students examine government action in improving America in one of several categories: the economy, the environmental conservation movement, social reform, and political reform. Students work in small groups and research one example for each category. For example, a group may be assigned the <i>Northern Securities</i> case for economy, the creation of the National Parks Service for environment, the creation of the Pure Food and Drug Act in social reform, and the passage of the 17th Amendment in politics. Each group then presents their examples to the others the next day so that everyone gets a broader view of the role government played in Progressivism.

In this activity and the next, students get a more concrete contextualization of the Progressive Era ethos of individuals and the role of government through research and seeing many examples of reform.

**Essential Questions:**

▼ How did the actions of individuals and the government improve life in the Progressive Era? ▼ What critiques of American life were offered by Progressive reformers? ▼ To what extent did America uphold its democratic ideals in this era?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation	Faragher, Chapter 21 Ravitch, pp. 347–354, 369–373 Web “The Changing Status of Women” “Women of Protest: Photographs from the Records of the National Woman’s Party”	Instructional Activity: In this and the next activity, students investigate the push for women’s rights and civil rights as a comparison of success and failure in the Progressive Age. On women’s rights, students read from Elizabeth Cady Stanton’s <i>Solitude of Self</i> and Carrie Chapman Catt’s <i>Prejudice Against Women</i> , view images of Alice Paul protesting, and examine data on women’s suffrage gains in the West. Students take notes on the arguments made for women’s suffrage and explain why they believe it was successful in earning the 19th Amendment after so many years of struggle.
Comparison	Ravitch, pp. 323–329, 373–378, 379–384 Web “Primary Sources (Marcus Garvey)” “The Road to Civil Rights: Woodrow Wilson”	Instructional Activity: Students read from Booker T. Washington’s Atlanta Compromise speech, W. E. B. Du Bois’s The Talented Tenth and Niagara Movement speech, and Marcus Garvey’s Objectives of the UNIA and the Declaration of Rights of the Negro People of the World. Students individually write responses to the following questions: (1) <i>Which of the three civil rights leaders was most popular with white Americans?</i> (2) <i>Which was most popular with African Americans?</i> (3) <i>Which was most radical?</i> (4) <i>Which, do you believe, would have been most effective at helping African Americans at the time?</i> All answers must be supported by textual evidence. Finally, each student writes a one- to two-page essay answering the question, <i>Why do you believe that African Americans were less successful than women in gaining equal political rights in the Progressive Era?</i>
Comparison, Patterns of Continuity and Change over Time, Contextualization		Formative Assessment: Students write essays that compare the antebellum reforms of the Second Great Awakening era to the Progressive Era in three major areas. Examples may include temperance, women’s rights, and religious movements. Students select the areas by reviewing their notes on the two eras. I want students to see America’s continual growth in expanding the definition of reform and democratic values, while practicing their comparison across eras.

Students should be able to understand and articulate the causes of successful reforms in America, drawing on primary and secondary (textbook) sources, as well as statistical data.

My feedback on their essays focuses on content corrections, but future essays, such as those on the 1920s and 1950s, will also address the comparison skill later in the year. Immediately, however, student revisions and rewrites of their essays, if needed, will be used for intervention.

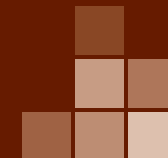
Essential Questions:

▼ In what ways did imperialism represent a conflict over limited resources? ▼ To what extent did America uphold its democratic ideals in this era? ▼ What accounts for the shift from expansionism to isolationism in American foreign policy over a 20-year period? ▼ How did World War I change the American home front?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	Dougherty, Chapter 13 and Epilogue Jones, Chapter 2 Web “Topics in Chronicling America: The Annexation of Hawaii”	Instructional Activity: Following a brief lecture on some of the forces driving America toward imperialism (Frederick Jackson Turner’s Frontier Thesis, Alfred Thayer Mahan’s Naval Strategy, global competition, missionary work, and commerce), students use Hawaii as the first case study of inquiry into imperialism. Students read from primary and secondary sources on the events that led to the settlement in Hawaii and its ultimate annexation, including articles from newspapers of the time and sections from Michael Dougherty’s <i>To Steal a Kingdom</i> . Students investigate the questions, <i>To what extent did America uphold its democratic ideals in Hawaii?</i> and <i>How did the annexation of Hawaii represent a conflict over limited resources?</i> Ideas from newspaper accounts will connect to the lecture notes.
Comparison, Historical Causation	Web “The Destruction of USS <i>Maine</i> ” “Maine’s Hull Will Decide”	Instructional Activity: Students read several excerpts from Hearst and Pulitzer’s newspapers in a presentation on the impact of yellow journalism in causing the Spanish-American War. Additional accounts that are less sensationalistic are included. Students must compare sources to determine which pieces of “evidence” are facts and which are interpretation or unsubstantiated. Students then discuss the question, <i>How would Hearst and Pulitzer’s history of the explosion of the USS Maine be different than the official Naval history of the event?</i>
Comparison, Appropriate Use of Relevant Historical Evidence	Jones, Chapters 12 and 23 Lindaman and Ward, Chapter 17 Web “Imperialism and the Spanish American War” “Mark Twain” Philippine War Political Cartoons lesson plan Reisert, Review of <i>The Insular Cases and The Emergence of American Empire</i>	Instructional Activity: Students read primary and secondary source accounts (including an account of the war from a Filipino textbook) of America’s role in the Philippines, including the causes of our intervention against the Spanish, our war with Aguinaldo and the rebels, and the reaction of the American home front, including imperialists and anti-imperialists and the Supreme Court judgment in <i>The Insular Cases</i> . Students answer the question, <i>To what extent did America uphold its democratic ideals in the Philippines?</i> and <i>Why is it that the Filipino-American War is rarely mentioned in our history of wars?</i>

I like to teach about yellow journalism in the past as a way to illustrate bias in writing.

For the same reasons as with the yellow journalism activity, I like to use alternate histories to compare with our own textbook. This activity provides a nice opportunity to compare a textbook account from the Philippines to American presentation of the event.

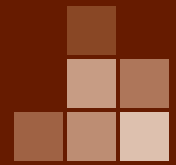
**Essential Questions:**

▼ In what ways did imperialism represent a conflict over limited resources? ▼ To what extent did America uphold its democratic ideals in this era? ▼ What accounts for the shift from expansionism to isolationism in American foreign policy over a 20-year period? ▼ How did World War I change the American home front?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison	<p>Web</p> <p>U.S. Entry into WWI lesson plan</p> <p>“Woodrow Wilson: Foreign Affairs”</p>	<p>Instructional Activity:</p> <p>Students read excerpts from two speeches by Woodrow Wilson on America’s changing attitude toward entering World War I. They then consult their textbook to determine what changed Wilson’s mind. Finally, students read the selection from Howard Zinn’s <i>People’s History of the United States</i>, excerpted on the Stanford website, and “Woodrow Wilson: Foreign Affairs” from the Miller Center at the University of Virginia, and create a final list of reasons the United States entered World War I. Following this, the class discusses why Wilson was so reticent to enter World War I when recent American foreign policy had been imperialistic, including Wilson’s own intervention in Mexico. A list of similarities and differences between Wilson’s foreign policy in the Western Hemisphere and that in World War I is created by the class.</p>
Appropriate Use of Relevant Historical Evidence	<p>Web</p> <p>“American WW1 Propaganda Posters”</p> <p>Bryant, “How War Changed the Role of Women in the United States”</p> <p>“Creel on the Committee on Public Information”</p> <p>Du Bois, “Returning Soldiers”</p> <p>“Gallery: Poster Art of World War 1”</p> <p>“Great Migration: The African-American Exodus North”</p> <p>Lewis, “World War I — History of Business in the U.S.”</p> <p>“People & Events: Prelude to the Red Scare: The Espionage and Sedition Acts”</p> <p>Rockoff, “U.S. Economy in World War I”</p> <p>“<i>Schenck v. United States</i>”</p>	<p>Instructional Activity:</p> <p>Students rotate through inquiry stations that address changes on the home front in World War I. Station topics include the war economy and the business-government partnership, the Great Migration and African Americans, women’s roles, propaganda and the Committee on Public Information (CPI), and political action (including the Espionage and Sedition Acts and <i>Schenk v. United States</i>).</p>

Students engage in digging deeper into the complexity of assessing a president’s foreign policy (in both the Western Hemisphere and in Europe in this case) through the skill of comparison. This skill is used in relation to Wilson as well as the texts of both Zinn and the Miller Center.

Students immerse themselves in resources that give them a contextual understanding of life on the home front in World War I.

**Essential Questions:**

▼ In what ways did imperialism represent a conflict over limited resources? ▼ To what extent did America uphold its democratic ideals in this era? ▼ What accounts for the shift from expansionism to isolationism in American foreign policy over a 20-year period? ▼ How did World War I change the American home front?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Contextualization, Appropriate Use of Relevant Historical Evidence	<p>Web</p> <p>“Alan Seeger: Rendezvous”</p> <p>“Imperialism and the Spanish-American War”</p> <p>“Primary Documents — Henry Cabot Lodge on the League of Nations, 12 August 1919”</p> <p>“Primary Sources: Wilson’s Fourteen Points, January 8, 1918”</p>	<p>Instructional Activity:</p> <p>Students do a close-read comparison of Wilson’s 14 Points speech and Henry Cabot Lodge’s response on August 12, 1919. We focus on the main arguments of both men as well as the implications for the future of American foreign policy that each man projects. We then discuss Wilson’s deteriorating health and America’s “shell shock” following the war as reasons for the defeat of the Treaty of Versailles in the Senate.</p>
Historical Causation, Contextualization		<p>Formative Assessment:</p> <p>Comparing sources from Theodore Roosevelt and Albert Beveridge to the war poetry of Alan Seeger and speech excerpts from Henry Cabot Lodge, students write essays that account for the reasons that American foreign policy shifted from imperialism to isolationism from 1898 to 1919, citing key evidence from our learning and documents read throughout the unit. This is set up as a mini-DBQ, where students reference these specific documents but add to the essay by also drawing on “outside information” that they have learned over the course of the module.</p>

Close reading is important not only for the AP course but also for the Common Core State Standards, which juniors taking this course will also be responsible for. This is a good opportunity to directly address this skill.

I provide feedback via responses on individual essays. Exemplary essays are copied and posted to model expectations for students needing content or skill development; those essays are analyzed by both students and me in class to illustrate the strengths as well as areas in which the essays could be improved.

Essential Questions:

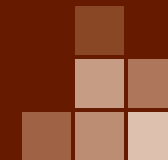
- ▼ What is the most appropriate title for this era? ▼ Which was stronger in the 1920s, the forces of normalcy or modernity — dynamic or conservative dominance? ▼ How was the Scopes Trial more complicated than a simple debate between evolutionists and creationists? ▼ How did the literature of the 1920s reflect its cultural values?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Patterns of Continuity and Change over Time		Instructional Activity: Students take notes while I deliver an overview lecture on the duality of the 1920s between the forces pushing forward into modernity and those conservatives who were attempting to return to the “normalcy” that existed before the upheaval of World War I. Topics such as politics and the Red Scare, business and the economy, popular culture, race relations, women’s roles, and literature are discussed.
Periodization, Interpretation	Miller, Prologue and Introduction Web Allen, “ <i>Only Yesterday: An Informal History of the 1920’s</i> ” Kennedy, “In Retrospect: Revisiting Frederick Lewis Allen’s <i>Only Yesterday</i> ”	Instructional Activity: Students analyze Nathan Miller’s assessment of the 1920s decade with respect to periodization (he defines the decade as 1919–1929) and in terms of his defense of his title — <i>A New World Coming</i> — in the book’s introduction and prologue. Students also read David Kennedy’s article on the Revisiting of <i>Only Yesterday</i> as another way to see how historians review and reconstruct historical interpretations. Students are given access to the online text of <i>Only Yesterday</i> for review and clarification of Kennedy’s work, though they will not be expected to read much of the original work.
Historical Argumentation	Web “Scopes Trial”	Instructional Activity: As an opportunity to engage in in-depth inquiry on a single topic within the 1920s, students complete the inquiry activity on the Historical Thinking Matters website on the Scopes Trial, answering the question, <i>In what ways was the Scopes Trial more complicated than a simple debate between evolutionists and creationists?</i>
Contextualization	Leach, Szabo, and Vacha, Lesson 8: “The 1920s: A ‘Lost Generation’?” Lewis, <i>The Portable Harlem Renaissance Reader</i> , pp. 243, 257, 258, 261, 266, 274 Web Barton, <i>The Man Nobody Knows</i> , Foreword, and Chapter 1 “Louis Armstrong: Black and Blue”	Instructional Activity: Students read excerpts from many authors of the 1920s, including the poets of the Harlem Renaissance and Lost Generation authors, to discover the cultural values of the decade as well as its inherent conflicts. By this time, students have read <i>The Great Gatsby</i> in American Literature, so further exploration of 1920s literature gives them a better perspective on the ways that art reflected life. Students identify certain values and defend them in a class discussion, using key passages from the reading to support their reasoning.

It is here that I introduce the module’s formative assessment: a historiographic essay in which students present and defend a new title for the decade.

This gives students practice in historical interpretation and the construction of history in preparation for their own construction in the formative assessment task.

This activity demonstrates to students the complexity of events and helps remind them that simplistic conclusions can be dangerous when preparing a historiographic essay, as they do in this unit.

**Essential Questions:**

▼ What is the most appropriate title for this era? ▼ Which was stronger in the 1920s, the forces of normalcy or modernity — dynamic or conservative dominance? ▼ How was the Scopes Trial more complicated than a simple debate between evolutionists and creationists? ▼ How did the literature of the 1920s reflect its cultural values?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Interpretation	<p>Video <i>The Century, America's Time</i>, Volume I: "1920–1929: Boom to Bust"</p>	<p>Instructional Activity: Students watch the "1920–1929: Boom to Bust" episode of <i>The Century: America's Time</i> and write down evidence from the video that demonstrates its interpretation of the decade. This helps students gain a visual image of the decade and allows them to see another interpretation of the decade as they prepare to create their own.</p>
Historical Argumentation, Interpretation	<p>Resources from module used so far, as well as independent research</p> <p>Web "The Roaring Twenties"</p>	<p>Formative Assessment: Students write an essay that defends an original title for the 1920s. The essay incorporates both primary and secondary sources related to the 1920s, and the title must apply to six themes or concepts that would fall under major headings such as social, political, economic, race, gender, popular culture, etc. The essay must be written and referenced using Chicago-style formatting. This assessment tells me if students understand the big ideas of the 1920s and gives them practice in constructing history as they did in Unit 1.</p>

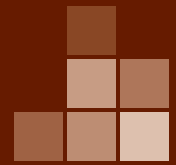
On individual student papers I provide feedback on their interpretations of the era. Depending on class understanding of the era, topics are retaught and other interpretations of the 1920s, or other decades we have studied, are examined and assessed for their validity. For example, the online site titled "The Roaring Twenties" could be discussed.

Essential Questions:

▼ How devastating was the Great Depression to America? ▼ To what extent was the New Deal successful in solving the problems of the Great Depression? ▼ What were the largest shortcomings of the New Deal and who were the greatest voices of discontent? ▼ What role should the federal government play in the lives of Americans?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	<p>Alter, Chapter 11: “Brother, Can You Spare a Dime?”</p> <p>Kennedy, <i>Freedom from Fear</i>, Chapter 2</p> <p>Terkel, <i>Hard Times</i></p> <p>Web “Dear Mrs. Roosevelt”</p>	<p>Instructional Activity: Students read primary source accounts from adults and teenagers who lived through the Great Depression, as well as secondary accounts, to gain an understanding of the humanitarian crisis that existed. Students write down the problems faced by Americans and brainstorm possible solutions. This is followed by a PowerPoint presentation on Herbert Hoover’s response to the stock market crash in 1929 and through the election of Franklin D. Roosevelt. Topics include the emphasis on rugged individualism, POOR, and the Bonus Army conflict.</p>
	<p>Video <i>The Century, America’s Time</i>, Volume II: “1929–1936: Stormy Weather”</p> <p>Web “Herbert Hoover, ‘Rugged Individualism’ Campaign Speech”</p> <p>“‘Only Thing We Have to Fear Is Fear Itself’: FDR’s First Inaugural Address”</p> <p>Woolley and Peters, “Election of 1932”</p> <p>Woolley and Peters, “Franklin D. Roosevelt: Campaign Address at Baltimore, Maryland, October 25, 1932”</p>	<p>Instructional Activity: As a class we examine the campaigns of FDR and Hoover in 1932 and the results of the election. This includes watching a video excerpt on the Depression and the election, as well as close reading of a speech by FDR and Hoover. It is designed to show why FDR won the election so convincingly and to frame his actions in the First Hundred Days. Students then analyze FDR’s first inaugural address, identifying phrases of hope and of concern.</p>
Comparison	<p>Faragher, Chapter 24</p> <p>Video <i>The Century, America’s Time</i>, Volume II: “1929–1936: Stormy Weather”</p> <p>Web “‘More Important than Gold’: FDR’s First Fireside Chat”</p>	<p>Instructional Activity: I present a list of the actions taken by FDR in the First Hundred Days, and we listen to the audio from his first fireside chat. We discuss the importance of FDR’s communication and the use of radio technology. Students then watch a clip from “1929–1936: Stormy Weather” on the First Hundred Days. Next, students read about the rest of the New Deal programs and list similarities and differences between FDR’s actions and the actions taken by Progressive politicians and reformers during that era, categorizing the programs into areas of Relief, Recovery, and Reform.</p>

I want students to practice comparing the intervention practices from the Progressives through the New Deal, as well as to identify the growing role of government.

**Essential Questions:**

▼ How devastating was the Great Depression to America? ▼ To what extent was the New Deal successful in solving the problems of the Great Depression? ▼ What were the largest shortcomings of the New Deal and who were the greatest voices of discontent? ▼ What role should the federal government play in the lives of Americans?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	Web File copy of letter from Eleanor Roosevelt to president general of the DAR “Marian Anderson: A Life in Song”	Instructional Activity: I present a PowerPoint lecture on the New Deal and its impact on women and minorities, using Eleanor Roosevelt’s resignation from the DAR and Marian Anderson’s concert on the Washington Mall as a case study. Students engage in a close reading of Eleanor Roosevelt’s resignation telegram and view pictures and listen to audio of Anderson’s performance. We then discuss Eleanor’s role in social equality and in pushing Roosevelt from “what could be done, to what should be done” as well as the impact on the growth of African American support in the Democratic Party.
	Alter, “Coda: Social Security” Web “Huey Long’s Senate Speeches” (see speech of February 5, 1934) “Landmark Cases: <i>Schechter v. U.S.</i> (1935)” Reed and Reed, “The Republican Opposition” “The Townsend Plan ... in Brief”	Instructional Activity: We examine the perspectives of those critical of the New Deal, including Dr. Francis Townsend and Huey Long. We also review the court-packing failure, the case of <i>Schechter v. United States</i> , and unemployment data on the Roosevelt Recession. Drawing on the information from class on the New Deal as well as the information from this activity, for homework, students write an answer to the question, <i>Were the programs of the Progressive Age and the New Deal overreaching in expanding the role of government, or were they necessary protections against the excesses of capitalism?</i>
Historical Argumentation, Appropriate Use of Relevant Historical Evidence	AP United States History 2003 Free-Response Questions (Part A, Question1)	Formative Assessment: Students assess the effectiveness of the New Deal programs and practice their historical argumentation skills by completing the New Deal DBQ. At this point, most students should be well versed in many of the skills necessary to craft a strong DBQ, but they still require practice with a variety of topics and questions.

This activity addresses gender and racial issues, as well as the important part Eleanor Roosevelt played in shaping a new role for the First Lady.

I use the DBQ scoring rubric to provide individual feedback to students. Additionally, I confer with students to guide them in a rewriting of the essay if necessary. Instructional next steps for DBQ practice include after-school review sessions in which students practice on DBQs addressing topics from previous units.

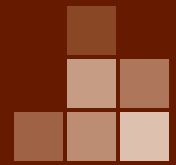
Essential Questions:

▼ To what extent was Franklin D. Roosevelt able to overwhelm the forces of isolationism and advance American ideals prior to the attack at Pearl Harbor? ▼ How did World War II affect life on the home front? ▼ How was America's response to World War II similar to its response to World War I both abroad and at home?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence, Patterns of Continuity and Change over Time	<p>Web "Dr. Seuss Went to War" "Franklin Delano Roosevelt: The Great Arsenal of Democracy" "Primary Sources: Address to First Committee"</p>	<p>Instructional Activity: Students examine several of the political cartoons of Dr. Seuss in advance of World War II and read Charles Lindbergh's speech given in April 1941. They summarize the main arguments of both men and predict which would have had the better support of the American public in 1941, based on their understanding of U.S. foreign policy and recent events. Following a class discussion, students read FDR's Arsenal of Democracy speech to determine his views, and I follow with notes on the Lend-Lease and Cash-and-Carry policies and the Pearl Harbor attacks.</p>
Historical Argumentation, Appropriate Use of Relevant Historical Evidence	<p>Clarke, Postscript Prange, Chapter 81 Web Pederson, "How Much Did FDR Know?" "Primary Resources: Letter from Joseph C. Grew to Cordell Hull" "War Warnings"</p>	<p>Instructional Activity: For homework, students read primary and secondary source accounts related to conspiracy theories on the Pearl Harbor attacks, taking notes to answer the question, <i>Was FDR to blame for the attacks at Pearl Harbor?</i> in a class discussion. Following the discussion, students write a two-page essay detailing their position, supported by evidence from the readings.</p>

Students can practice identifying patterns of continuity and change over time as they relate to American foreign policy on the eve of the Pearl Harbor attacks.

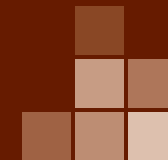
In this activity students practice historical argumentation on a topic that tends to be very engaging. They make use of a great deal of available primary source documents and review the conclusions of historians.

**Essential Questions:**

▼ To what extent was Franklin D. Roosevelt able to overwhelm the forces of isolationism and advance American ideals prior to the attack at Pearl Harbor? ▼ How did World War II affect life on the home front? ▼ How was America's response to World War II similar to its response to World War I both abroad and at home?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Historical Evidence	<p>Web</p> <p>"Ansel Adams's Photographs of Japanese-American Internment at Manzanar: Born Free and Equal"</p> <p>"Bittersweet Harvest: The Bracero Program, 1942–1964"</p> <p>Chary, "World War II — History of Business in the U.S."</p> <p>"Executive Order 8802: Prohibition of Discrimination in the Defense Industry (1941)"</p> <p>"Executive Order 9066: Resulting in the Relocation of Japanese (1942)"</p> <p>"The Image and Reality of Women who Worked During World War II"</p> <p>"<i>Korematsu v. United States</i> (1944): Japanese Internment, Equal Protection"</p> <p>"The Office of War Information Was Created: June 13, 1942"</p> <p>"Partners in Winning the War: American Women in World War II"</p> <p>"Powers of Persuasion: Poster Art from World War II"</p> <p>"The Press and the Riot"</p> <p>Rivet, "Featured Artifact: Operation Torch Propaganda Leaflet"</p> <p>"World War II On the Home Front: Civic Responsibility"</p>	<p>Instructional Activity:</p> <p>Students rotate through inquiry stations that address changes on the home front in World War II. Station topics include the war economy and the business-government partnership, the contributions of African Americans and Mexicans, women's roles, propaganda and the Office of War Information (OWI), and political action including Executive Order 9066 and the <i>Korematsu v. United States</i> case, and Executive Order 8802 and the rise of Commission of Racial Equality (CORE).</p>

As in the inquiry lesson on World War I, students take notes in preparation for a comparison essay addressing the home fronts of the two World Wars.

**Essential Questions:**

▼ To what extent was Franklin D. Roosevelt able to overwhelm the forces of isolationism and advance American ideals prior to the attack at Pearl Harbor? ▼ How did World War II affect life on the home front? ▼ How was America's response to World War II similar to its response to World War I both abroad and at home?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison	Resources from throughout this module	Formative Assessment: Students write essays comparing the home front of World War II to World War I in any three of the following areas: economy, racial and ethnic issues, women, public support, and propaganda. Support from documents from the module is required.
Historical Argumentation	<i>Ending the War Against Japan: Science, Morality, and the Atomic Bomb</i> Web Lewis, "Debating the American Decision to Drop the Atomic Bomb"	Instructional Activity: Students examine sources on the reasons for dropping the atomic bombs on Japan to end the war, to answer the question, <i>Did the United States use atomic weapons on Japan primarily to end the war or for other reasons?</i> Answers are written and discussed in class and must include textual support. Students examine America's growing distrust of the Soviet Union and the birth of the Cold War.

I provide individual comments on students' papers, and exemplary essays are copied and distributed to the class to demonstrate strong use of comparison between the two wars. Students in need of targeted intervention on comparison will complete a rewrite.

Unit 7: Unit-Level Summative Assessment

Students answer the following two essay questions:

1. To what extent did the New Deal advance the ideas of reform embodied in the Progressive Era?
2. How did war propel America to the status of world superpower between 1898 and 1945?

Both essays must include documentary evidence from within the unit modules as support and are scored on the clarity, depth, and sophistication of the argument presented, as well as on proper writing skills.

Essential questions addressed:

- How did the actions of individuals and the government improve life in the Progressive Era?
- To what extent did America uphold its democratic ideals in this era?
- To what extent was the New Deal successful in solving the problems of the Great Depression?
- What were the largest shortcomings of the New Deal and who were the greatest voices of discontent?
- What accounts for the shift from expansionism to isolationism in American foreign policy over a 20-year period?
- What role should the federal government play in the lives of Americans?
- How was America's response to World War II similar to its response to World War I both abroad and at home?

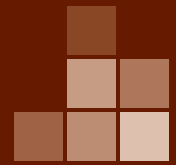
Essential Questions:

▼ What theories guided U.S. foreign policy throughout the Cold War? ▼ In what ways were the Korean and Vietnam Wars both similar and unique Cold War conflicts? ▼ How did Truman's Doctrine evolve over the course of the Cold War? ▼ In what ways was the Cuban Missile Crisis an example of Cold War struggle? What was its impact on both the United States and our relationship with the Soviet Union? ▼ What accounts for the changing view of the Cold War at home from 1949 to 1979?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Contextualization	Teacher-created worksheet of case studies	Instructional Activity: Students learn the terminology of Cold War theory in a brief lecture on containment, the Truman Doctrine, Domino Theory, and Rollback. Following this, students apply their understanding of these ideas to historic case studies to decide which of the theories applied and to accurately assess American involvement.
Comparison	Appy and Bloom, "Vietnam War Mythology and the Rise of Public Cynicism" Faragher, Chapters 26 and 29 Web Millett, "The Korean War"	Instructional Activity: Using their textbook, class notes, and historical essays, students create a list of similarities and differences between the Korean and Vietnam Wars. In some ways these serve as case studies in containment, but they also serve to show that each war had its unique traits, though they were, and still are, often seen as similar Cold War struggles.
Comparison, Contextualization	Faragher, Chapters 27 and 30 Web "Harry S. Truman: The Truman Doctrine"	Instructional Activity: Students engage in a close read of the Truman Doctrine speech to understand the two lenses (democratic and communist) through which America viewed foreign policy, as well as to understand the term <i>Third World nation</i> . As homework, students then apply their understanding to the Eisenhower Doctrine in the Suez Crisis and the Reagan Doctrine in Nicaragua to once again make a list of comparisons for class discussion.
Contextualization	<i>The Cuban Missile Crisis: Considering its Place in Cold War History</i>	Instructional Activity: Students read about the causes and beginning of the Cuban Missile Crisis and then split into groups to weigh the choices faced by President John F. Kennedy in the situation. The student groups role-play different figures of EXCOMM and try to persuade Kennedy, using quotes from primary source documents, to choose their position. Following this activity, students learn what happened in reality and create a timeline of events following the crisis that led to détente and disarmament treaties such as the Strategic Arms Limitation Treaty (SALT). Using evidence from the documents, students write individual responses for homework that answer the question, <i>In what ways was the crisis in Cuba an example of Cold War struggle?</i>

This exercise in contextualization allows students to see the running ideology that continued throughout the Cold War.

Students compare and contextualize the ideology behind the Truman Doctrine as it played out throughout the Cold War.

**Essential Questions:**

▼ What theories guided U.S. foreign policy throughout the Cold War? ▼ In what ways were the Korean and Vietnam Wars both similar and unique Cold War conflicts? ▼ How did Truman's Doctrine evolve over the course of the Cold War? ▼ In what ways was the Cuban Missile Crisis an example of Cold War struggle? What was its impact on both the United States and our relationship with the Soviet Union? ▼ What accounts for the changing view of the Cold War at home from 1949 to 1979?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	Wells, "Running Battle: Washington's War at Home" Web "Military-Industrial Complex Speech, Dwight D. Eisenhower, 1961" "Origins of the Cold War"	Instructional Activity: Students read primary and secondary source documents related to McCarthyism, Eisenhower's "Military-Industrial Complex" speech, and Vietnam War protests. They then write a three-page response to the question, <i>What accounts for the changing view of the Cold War at home from 1949 to 1979?</i> , including references to the documents studied to support their conclusions.
Comparison, Patterns of Continuity and Change over Time, Contextualization		Formative Assessment: Students complete a graphic organizer that compares and contrasts the Cold War at home and abroad to America during the World Wars at home and abroad. Students share their organizers in small groups, and I provide feedback to the groups. As a class we assemble a complete list from the work of all groups. Students need to see the similarities among wars but at the same time examine the changing nature of warfare in the prolonged struggle of the Cold War.

Feedback from both peers and me helps students clarify their responses and provides an opportunity to immediately address any misunderstandings.

Essential Questions: ▼ To what extent did life in the postwar suburbs represent “happy days”? ▼ What were the major factors that contributed to the growth of the Sun Belt?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	Faragher, Chapter 27 Freidan, “The Feminine Mystique” Galbraith, Chapter 1 Ginsberg, “Howl,” Parts I and II	Instructional Activity: Students engage in station activities, each centered on a different aspect of life in the 1950s. Each station has primary source readings, music, and some video clips. Topics include economics, conformity, rebellion, women’s roles, and the politics of the suburbs (e.g., National Defense Education Act, Federal Highway Project, GI Bill of Rights).
Causation	Jagger and Richards, “(I Can’t Get No) Satisfaction” Jagger and Richards, “Mother’s Little Helper”	Instructional Activity: Using their textbook and online research, students identify the three most important reasons for the population growth in the “Sun Belt.” We discuss their findings as a class to identify the most significant causes.
Historical Argumentation	Kerouac, <i>On the Road</i> Packard, Chapters 1 and 7 Presley, “All Shook Up” Reynolds, “Little Boxes” Wilson, <i>The Man in the Gray Flannel Suit</i> Video <i>The Century, America’s Time</i> , Volume IV: “1953–1960: Happy Daze” Web Women in the 1950s lesson plan	Formative Assessment: Students write a four- to five-page essay answering the question, <i>To what extent did the postwar suburbs represent “happy days”?</i> They are required to cite information used throughout the module. This is similar to a homemade DBQ assessment but with more and longer documents, some of which are also secondary sources.

This is one of my and the students’ favorite activities because it involves “look, listen, and read” stations. These delve into social aspects of the 1950s, although this same approach can be used to engage students on any topic or decade and complement textbook work to immerse students in the era.

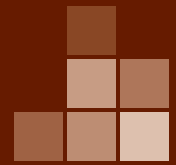
Students receive feedback via a seminar discussion of their essays, as well as by my comments on their papers. I gauge student understanding and plan for any necessary reteaching or conferences with students regarding their papers and possible errors or oversights.

Essential Questions:

▼ How did individuals influence legal or political changes in the civil rights movement? ▼ How did the art of the civil rights movement both reflect and shape the movement? ▼ How did African Americans influence others to push for equality in America? ▼ To what extent was the civil rights movement successful?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation, Contextualization	Faragher, Chapter 28	Instructional Activity: Using a PowerPoint presentation I create and their textbook, students develop a timeline of the major legal accomplishments of the civil rights movement. This begins with Jackie Robinson integrating Major League Baseball (1947) and the Supreme Court case of <i>Sweatt v. Painter</i> (1950) and continues through the civil rights Act of 1968.
Appropriate Use of Relevant Historical Evidence	Ellison, Prologue Hughes, "Teaching about Racial Segregation in Postwar America Using <i>Black Like Me</i> " Web Inman, "A Mirror to the South (For Emmett Louis Till)" "Letter from a Birmingham Jail [King, Jr.]" "Norman Rockwell's 'The Problem We All Live With' Continues to Resonate as Important Symbol for Civil Rights" Strider, "Ode to Jimmy Lee"	Instructional Activity: Students read some of the literature and view art of the civil rights movement to see how art reflected the lives of African Americans during this time, as well as how individuals could shape opinion through the use of art.
Interpretation	Faragher, Chapter 28 Video <i>Eyes on the Prize</i>	Instructional Activity: Students watch selected chapters from the documentary <i>Eyes on the Prize</i> (Emmitt Till, sit-ins, freedom rides, Birmingham and March on Washington, freedom summer, Selma). Using a worksheet/organizer created by me, they fill in the actions of key civil rights groups, including the Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), and CORE. As homework, students use the textbook chapter to fill in details on the organizer about the Nation of Islam and the Black Panthers, as well as additional information on the other groups. Achievements and setbacks are recorded.

This gives students practice in historical interpretation and the construction of history in preparation for their own construction in the formative assessment task.

**Essential Questions:**

▼ How did individuals influence legal or political changes in the civil rights movement? ▼ How did the art of the civil rights movement both reflect and shape the movement? ▼ How did African Americans influence others to push for equality in America? ▼ To what extent was the civil rights movement successful?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation		<p>Formative Assessment: Using information from the resources studied in the module thus far, students answer the question, <i>How did individuals influence legal or political changes in the civil rights movement?</i> in class discussion and in a short reflection paper. Students choose any three individuals (e.g., Rosa Parks, Thurgood Marshall, James Chaney, Andrew Goodman, Michael Schwerner) and show how their actions led to specific legal changes.</p>
Contextualization	Faragher, Chapters 28 and 29	<p>Instructional Activity: Students research efforts to gain civil rights by students, women, Native Americans, gay Americans, Hispanic Americans, and Asian Americans. Students are assigned a specific group to research and present to the class and must include the accomplishments, setbacks, a photo, and an excerpt or quote from a document from the movement that exemplifies that group's struggle.</p>
	<p>Web "Martin Luther King, Jr.: I've Been to the Mountaintop"</p>	<p>Instructional Activity: Students read and listen to an excerpt of Martin Luther King Jr.'s "Mountaintop" speech, citing specific passages in the text and the context of the document to identify how it represents a eulogy of King's role in the civil rights movement. Following this, we discuss whether they feel the civil rights movement was successful, again citing evidence from the module.</p>
	<p>Web "Civil Rights Movement in Context"</p>	<p>Formative Assessment: Students test their contextualization skills in this Historical Assessment of Thinking (HAT) from Beyond the Bubble task, comparing letters from civil rights struggles throughout the 20th century. Students must correctly identify the era of each of the letters by citing textual evidence. The work of a student who met the performance standard on the assessment rubric is presented to the class as a model.</p>

I provide verbal and written feedback in the discussion and on their reflection papers. Following a short conference with me, students needing intervention will rewrite a reflection, focusing in on a single individual.

Students need to contextualize the influence of the civil rights struggle for African Americans with a wide array of other disadvantaged American groups.

This learning activity is based on the discussion of why King was in Memphis — a labor strike — and how the goals of King's movement had changed by 1968 to focus on the issue of poverty as much as racism. Conversations about King's anti-Vietnam War stance could also frame the context of the "new" movement.

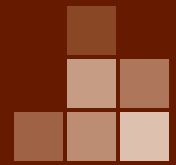
Following individual conferences with me, students who struggle with this assignment complete for homework another similar exercise with new documents from different eras.

Essential Questions:

▼ How did the John F. Kennedy assassination initiate a national feeling of disillusionment? ▼ How did Lyndon B. Johnson's Great Society seek to improve America? Was it successful? ▼ In what ways was the environmental movement of the 1960s and 1970s similar to previous reform movements? ▼ To what extent were the political actions of JFK and LBJ similar to those of FDR and the Progressive Presidents?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	Faragher, Chapter 27 Video <i>The Century, America's Time</i> , Volume IV: "1960–1964: Poisoned Dreams" Web Woolley and Peters, "John F. Kennedy: XXXV President of the United States: 1961–1963: Inaugural Address, January 20, 1961"	Instructional Activity: Students read JFK's inaugural address, as well as information about his "New Frontier" programs, with the aid of questions in a graphic organizer. They seek to identify how his policies represented hope (e.g., his support of African Americans, women, and the creation of the Peace Corps). Then we watch the chapter of <i>The Century, America's Time</i> on the JFK assassination. Students write a reflection as to why this event marked the beginning of disillusionment in America.
	Faragher, Chapter 29 Harrington, "The Invisible Land" Presley, "In the Ghetto" Web Great Society lesson plan	Instructional Activity: Students read excerpts from Harrington's <i>Other America</i> and listen to Presley's "In the Ghetto" to gain historical context for Johnson's War on Poverty and his Great Society programs. Students then investigate, using the documents from the Stanford website, the extent to which the Great Society was successful. I then deliver a short review of the difficulties LBJ faced in trying to fund the Great Society while embroiled in Vietnam.
Appropriate Use of Relevant Historical Evidence, Comparison	Carson, <i>Silent Spring</i> , Chapter 1 Web "Richard Nixon on Environment" "Timeline: The Modern Environmental Movement"	Instructional Activity: Students read excerpts from Carson's <i>Silent Spring</i> and then examine a timeline of the modern environmental movement to make note of the major events that have shaped our concern for environmental issues since Teddy Roosevelt's time. Students also read about Richard Nixon's contributions to see that this was, in the 1960s and 1970s, less of a partisan issue than it is sometimes today (with Al Gore's release of <i>An Inconvenient Truth</i> , for instance). Students write a reflection answering the question, <i>In what way was Rachel Carson's book, Silent Spring, an example of modern muckraking?</i>

This comparison activity helps students see connections to literature as an agent for social change in the same way that *Uncle Tom's Cabin* or *The Treason of the Senate* were used in previous eras.

**Essential Questions:**

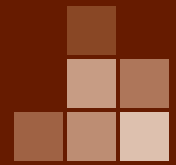
▼ How did the John F. Kennedy assassination initiate a national feeling of disillusionment? ▼ How did Lyndon B. Johnson's Great Society seek to improve America? Was it successful? ▼ In what ways was the environmental movement of the 1960s and 1970s similar to previous reform movements? ▼ To what extent were the political actions of JFK and LBJ similar to those of FDR and the Progressive Presidents?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Comparison		<p>Formative Assessment: Students complete a four-page paper addressing the question, <i>To what extent were the New Frontier and the Great Society a continuation of the spirit of reform similar to the New Deal and Progressivism?</i> They share their papers in small groups, and I provide feedback to the groups. Next, we assemble a complete list of the similarities and differences discussed in their papers. I want students to make comparisons as well as to see how the spirit of reform is a recurring theme in American politics.</p>

Feedback from peers and from me helps students clarify any misunderstandings. I provide direct written feedback on their papers, and review material as necessary. For students needing intervention, comparison-skill work is practiced requiring students to compare the 1920s and 1950s in three areas in a take-home essay.

Essential Questions: ▼ What factors contributed to the rise of a “silent majority” of conservatives in the late 1960s and 1970s? ▼ How did the Watergate scandal shake an already fragile American confidence in the Vietnam era and lead to a rise in disillusionment?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Appropriate Use of Relevant Historical Evidence	<p>Breines, “‘Of This Generation’: The New Left and the Student Movement”</p> <p>Web “The Civil Rights Era in the U.S. News & World Report Photographs Collection”</p> <p>“The Decline of Marriage and Rise of New Families”</p> <p>Edwards, “Two Sides of the Same Coin: The Connection Between Legal and Illegal Immigration”</p> <p>Mintz, “The Modern Family”</p> <p>“Vietnam War Protests 1967”</p> <p>Walsh, “The 1960s: A Decade of Change for Women”</p>	<p>Instructional Activity: Students analyze and investigate statistics, photos, and readings to gain an understanding of the many changes associated with the liberal 1960s and 1970s. Students analyze each source for issues of audience, perspective, tone, and bias in order to understand the opportunities and limitations of working with “loaded” sources when studying how historical actors behaved in the past. Stations include the rise of the New Left, the hippie movement, changing immigration patterns, the rise of protest and drug use, and the changing nature of American families with more women in the workforce. The activity also helps students understand the conservative backlash and the growth of the “silent majority.”</p>
	<p>Web Dallek, “The Conservative 1960s”</p> <p>“Silent Majority”</p>	<p>Instructional Activity: Students do a close-read exercise of excerpts from Richard Nixon’s “Silent Majority” speech in class. We discuss the growing divide between the forces of liberal reform and the rising conservative movement. We then read parts of Dallek’s article on conservatives in the 1960s to show that conservatives had always played a role throughout the 1960s, and we discuss why this aspect of the decade is often overlooked.</p>
	<p>Web “Phyllis Schlafly and the ERA”</p>	<p>Instructional Activity: To gain a more in-depth understanding of the conservative movement, we contrast our learning about the rise of feminism in the 1960s to Phyllis Schlafly’s crusade against the Equal Rights Amendment (ERA). Students read documents from Schlafly to identify the main arguments she has against the ERA, and students write a reflection on how this debate represented a larger struggle between liberal and conservative forces in America.</p>

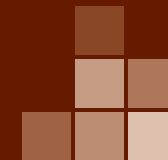


Essential Questions: ▼ What factors contributed to the rise of a “silent majority” of conservatives in the late 1960s and 1970s? ▼ How did the Watergate scandal shake an already fragile American confidence in the Vietnam era and lead to a rise in disillusionment?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Causation	Ellsberg, Chapter 31	Instructional Activity: Having read and taken notes on “The Road to Watergate” chapter from Daniel Ellsberg’s memoir, <i>Secrets</i> , students take notes on a lecture I deliver on the connection between the Pentagon Papers and the Watergate Scandal. It focuses on the interconnectedness of events as well as how the scandal brought down the Nixon administration and left even the “silent majority” and conservatives in a state of shock and disillusionment. Gerald Ford’s pardoning of Nixon and Spiro Agnew’s resignation is also included.
Interpretation	Wilson, <i>Character Above All</i> , Chapter 4	Instructional Activity: Students read the essay from Richard Reeves in <i>Character Above All</i> to explain how Kennedy’s “Camelot” portrayal was not fully accurate. Students then reflect on how Kennedy’s presidency would have been viewed if he were scrutinized by the media to the extent Nixon was. We discuss the power of media and historical research on a president’s legacy. This is followed by examining current media trends and biases as they relate to politics today.
Periodization		Formative Assessment: Historians differ in opinion on when “the 1960s” began and ended. Using their knowledge of the decade and the values that shaped it, students write a paper that identifies a beginning date and ending date for the 1960s. They must identify which events (and thus, years) were its bookends and describe four or five events that shaped this as a decade of growing disillusionment. In the past, I have often taken the position that the decade of the 1960s really began with JFK’s death in 1963 and ended in 1973 with the Watergate Scandal. Without biasing students with my position, I want them to practice thinking critically about periodization of this decade as emergent historians and to justify their choices.

Students practice their analyses of revisionist history using this essay on Kennedy’s failures of character.

Feedback is given in class discussion of papers as well as in written comments from me. For students who need additional help, further work on periodization is addressed by having them choose another decade we have studied to replicate this exercise. For example, one could argue that 1918–1928 has more in common as a decade of the 1920s than does 1920–1930.



Unit 8: Unit-Level Summative Assessment

Students write a five-page paper answering the question, *To what extent did Americans achieve the “American Dream” both domestically and internationally during this era?* Students are required to reference information from each of the modules in their response.

Essential questions addressed:

- What theories guided U.S. foreign policy throughout the Cold War?
- What accounts for the changing view of the Cold War at home from 1949 to 1979?
- To what extent did life in the postwar suburbs represent “happy days”?
- To what extent was the civil rights movement successful?
- How did African Americans influence others to push for equality in America?
- To what extent were the political actions of JFK and LBJ similar to those of FDR and the Progressive Presidents?
- What factors contributed to the rise of a “silent majority” of conservatives in the late 1960s and 1970s?
- How did the Watergate scandal shake an already fragile American confidence in the Vietnam era and lead to a rise in disillusionment?

Essential Questions: ▼ What was Jimmy Carter’s greatest downfall — the economy or foreign policy? ▼ What was Ronald Reagan’s greatest accomplishment — foreign policy or the economy? ▼ In what ways were the 1980s similar to the 1920s and 1950s?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Historical Argumentation	Faragher, Chapter 30 Web “Jimmy Carter: Energy and the National Goals — A Crisis of Confidence” “The Iranian Hostage Crisis”	Instructional Activity: Using their textbook, students research the political victories and failures of Carter. We then read his “Crisis of Confidence” speech and an article on his handling of the Iranian hostage crisis to gain insight into why he would not be re-elected and how he gave impetus to the rising conservative movement under Reagan. Students discuss in class seminar the question, <i>What was Carter’s greatest downfall — the economy or foreign policy?</i>
Historical Argumentation, Interpretation	Schaller, “The Domestic Achievement, 1981–1989” Video <i>The Century, America’s Time</i> , Volume VI: “1981–1989: A New World” Web D’Souza, “President Ronald Reagan: Winning the Cold War”	Instructional Activity: Students take notes as they read from Schaller and D’Souza and view parts of <i>The Century</i> DVD. I deliver a PowerPoint presentation on the major supporters and ideas of the Reagan administration, including a breakdown of trickle-down economic theory, deregulation of industry, the support of the Moral Majority, defense spending and the hastening end to the Cold War, and the associated cuts to entitlement programs. Students discuss the question, <i>What was Reagan’s greatest accomplishment — foreign policy or the economy?</i> Following this, a written reflection on student responses from the discussions is collected for my feedback.
Contextualization	Faragher, Chapter 31 Schaller, “Rhetoric, Reality, and Results: The Reagan Years at Home” Video <i>The Century, America’s Time</i> , Volume VI: “1981–1989: A New World”	Instructional Activity: Students learn about the limitations or setbacks in the conservative ascendancy in America, including the continued support of Great Society programs such as Medicare and Medicaid, as well as failures to reverse <i>Roe v. Wade</i> , the negative impact of Reagan’s economic policies among the poor in the 1980s (reading from Schaller, Chapter 3), and the rise of the Bill Clinton and Barack Obama administrations. This is done through readings, lecture, and clips from <i>The Century</i> DVD.
Comparison		Formative Assessment: Students write a three- to four-page essay in response to the following prompt: <i>In what ways were the 1980s similar to the 1920s and 1950s? Be sure to include both foreign and domestic points of comparison in your response.</i>

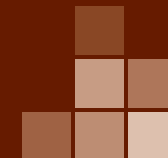
I provide verbal feedback when discussing student responses in class, and also provide written feedback on students’ essays. Students in need of intervention confer with me and rewrite one of the strands of comparison across the three decades. Students may select anticommunist propaganda, for example.

Essential Questions:

▼ What principles guide American foreign policy intervention in the post–Cold War world? ▼ What are the implications of the Bush Doctrine on American foreign policy? How does it represent a complete shift from the original principles of our nation under George Washington? ▼ Was the Patriot Act constitutional? ▼ How has globalization affected America? ▼ How has the definition of the American Dream changed in recent years? What is the greatest threat to the American Dream today?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Contextualization	Faragher, Chapter 31 Teacher-created case-study worksheet with pertinent facts about each case	Instructional Activity: Students examine America’s responsibility of leadership as the only remaining superpower by judging case studies of American response to global crises in the post–Cold War world. Examples include the ethnic war in the former Yugoslavia, the first Iraq War, and the Rwandan genocide. Students gather evidence to write a two-page response to the question, <i>What principles guide American foreign policy intervention in the post–Cold War world?</i>
	The Choices Program, <i>The United States in Afghanistan</i> Video <i>Inside 9/11</i> Web “Chronology: The Evolution of the Bush Doctrine”	Instructional Activity: Students view the DVD <i>Inside 9/11</i> and take notes from my lecture on 9/11. Students then generate questions for research using the Choices background readings (Parts II and III), and try to answer as many of these questions as possible. Students then answer the questions, <i>Why did the United States invade Afghanistan and why are we still at war in that nation?</i> and <i>Why did the U.S. invade Iraq in 2003 and what is the Bush Doctrine?</i> , by reading from Choices and the PBS website. For homework, students write an answer to the questions, <i>What are the implications of the Bush Doctrine on American foreign policy values? How does it represent a complete shift from the original principles of our nation under George Washington?</i>
Comparison	Web “The Patriot Act: What Is the Proper Balance Between National Security and Individual Rights?”	Instructional Activity: Students examine the Patriot Act and revisit the dilemma of balancing civil liberties in a time of war. Students create a list of similarities between the Patriot Act and previous war-time limitations of civil liberties (Alien and Sedition Acts, Lincoln’s suspension of the writ of habeas corpus, Espionage and Sedition Acts, McCarran Act). For homework, students write an answer to the question, <i>Was the Patriot Act a justifiable action in a time of war or an unconstitutional overreach by a fearful government?</i>

Recognizing the Bush Doctrine helps students add to their definition of values that underscore American foreign policy in the post–Cold War era.



Essential Questions:

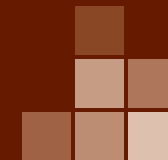
▼ What principles guide American foreign policy intervention in the post–Cold War world? ▼ What are the implications of the Bush Doctrine on American foreign policy? How does it represent a complete shift from the original principles of our nation under George Washington? ▼ Was the Patriot Act constitutional? ▼ How has globalization affected America? ▼ How has the definition of the American Dream changed in recent years? What is the greatest threat to the American Dream today?

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Synthesis	<p>Web “World Is ‘Flatter’ than Ever, Author Says”</p>	<p>Instructional Activity: Students read about globalization from <i>The World Is Flat</i> book excerpts and listen to Friedman’s interview on NPR’s website. Students work in groups assigned to a topic area that demonstrates the impact of globalization (e.g., global politics, human rights, education, health, technology and development, economics) and determine how America’s relationship to the world has and will continue to be affected in this area. After each group presents their research, students write an essay, for homework, answering the question, <i>How has globalization impacted American foreign and domestic policies?</i></p>
Interpretation, Synthesis	<p>Huntington, Foreword and “America in the World: Cosmopolitan, Imperial, and/or National?”</p> <p>Web Cose, “Column: Don’t Compare Gay Rights, Civil Rights” Kunerth, “Are Gay Rights Civil Rights?” Zakaria, “How to Restore the American Dream”</p>	<p>Instructional Activity: Students read about the changing nature of American demographics and identity in Huntington’s book. In class we examine closely the issue of gay rights and discuss whether it is the continuation of the civil rights struggle in the modern day or something different, using Cose’s and Kunerth’s articles as representations of both sides of the issue. Students then read Zakaria’s article and create a definition of the American Dream for today, outlining its similarities and differences from the American Dream of the past. Who is included? What defines a family? What is needed for success in America today?</p>
	All module resources	<p>Formative Assessment: Drawing on the readings from the module for textual support of their positions, students discuss the questions, <i>What is the greatest threat to the American Dream today?</i> and <i>Why is there such diversity of opinion on so many important issues?</i> I want students to practice debating their ideas with one another and to realize that, although many of them find common understanding on issues of the past (they all abhor the institution of slavery, for example, and have difficulty reckoning with the idea that those in our past did not), they still can have vastly different opinions on the issues of our day (e.g., the modern family, abortion, gun control, immigration, gay rights).</p>

Understanding globalization requires delving into multiple fields of study — health, technology, business, etc. — and so offers an opportunity for students of history to practice their synthesis skills.

Interpretation is practiced in the discussion of whether gay rights are the natural extension of the civil rights movement. Synthesis is used to identify the “revised” American Dream.

Students receive verbal feedback from me and from their peers during the discussion. If students have difficulty with the second question especially, I use historic examples to demonstrate that such diversity of opinion on important issues has always existed on many of the same topics (e.g., immigration, women’s rights within and outside of marriage, family planning).



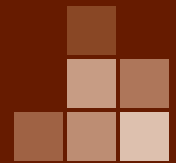
Unit 9: Unit-Level Summative Assessment

Students write a five- to six-page paper answering the question, *To what extent has America lived up to its mission as outlined in the Preamble to the Constitution?* Students must give specific examples from throughout the course that align to goals laid out in the Preamble:

“We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

Essential questions addressed:

- What principles guide American foreign policy intervention in the post–Cold War world?
- How has the definition of the American Dream changed in recent years?
- What is the greatest threat to the American Dream today?



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Unit 1 (Early Contacts Among Groups in North America, 1491–1607) Resources

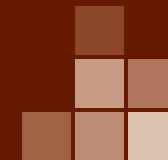
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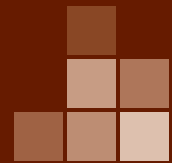
All links to online resources were verified before publication. In cases where links are no longer working, we suggest that you try to find the resource by doing a keyword Web search.



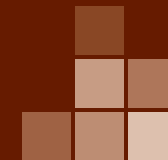
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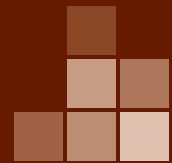


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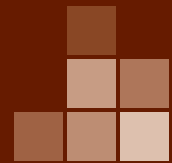
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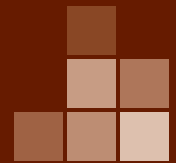
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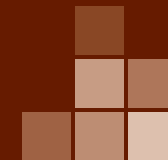
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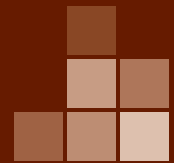
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Supplementary Resources

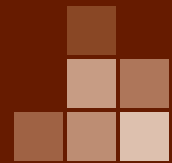
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Unit 7 (Domestic and Global Challenges and the Creation of Mass Culture, 1898–1945) Resources

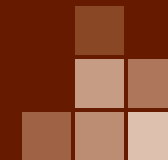
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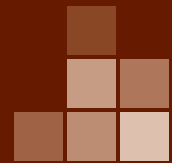
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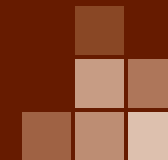
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