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Curricular Requirements

- CR1a The course includes a college-level U.S. history textbook.
- See page 1
- CR1b The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).
- See pages 7, 10, 11, 13, 19, 27
- CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
- See pages 6, 7, 10, 13, 15, 18, 20, 22, 25, 27, 31, 33
- CR2 Each of the course historical periods receives explicit attention.
- See pages 6, 7, 10, 13, 15, 17, 19, 22, 24, 27, 29, 31, 33
- CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.
- See page 34
- CR4 Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.
- See pages 7, 9, 14, 17, 18, 19, 24
- CR5 Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author’s point of view, author’s purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2)
- See pages 11, 16, 23
- CR6 Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1)
- See pages 12, 14, 21, 28, 34
- CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)
- See pages 6, 8, 22
- CR8 Students are provided opportunities to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred. — Contextualization (Proficiency Skill C3)
- See page 32



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- CR9 Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. — Synthesis (Proficiency Skill C5)
- See pages 9, 12, 26
- CR10 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2)
- See pages 6, 7, 8, 10, 20, 22
- CR11 Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. — Patterns of continuity and change over time (Proficiency Skills D3, D4)
- See page 20
- CR12 Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)
- See pages 8, 11, 15, 21, 25, 27, 29
- CR13 Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. — Argumentation (Proficiency Skill E1)
- See pages 16, 23
- CR14 Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. — Argumentation (Proficiency Skills E2, E3, E4)
- See pages 12, 17

Course Scope and Sequence

Unit 1: Period 1 | *Give Me Liberty!*, Ch. 1 (Summer Assignment)

Summer Assignment Due Second Day of Class

Unit 2: Period 2 | *Give Me Liberty!*, Ch. 2, 3, 4

Unit 3: Period 3 (A) | *Give Me Liberty!*, Ch. 5, 6

Unit 4: Period 3 (B) | *Give Me Liberty!*, Ch. 7, 8

End first grading period

Unit 5: Period 4 (A) | *Give Me Liberty!*, Ch. 9, 10

Unit 6: Period 4 (B) | *Give Me Liberty!*, Ch. 11, 12

Unit 7: Period 5 | *Give Me Liberty!*, Ch. 13, 14, 15

End second grading period

Winter Break

Unit 8: Period 6 | *Give Me Liberty!*, Ch. 16, 17

Unit 9: Period 7 (A) | *Give Me Liberty!*, Ch. 18, 19, 20

Unit 10: Period 7 (B) | *Give Me Liberty!*, Ch. 21, 22

End third grading period

Unit 11: Period 8 (A) | *Give Me Liberty!*, Ch. 23, 24

Unit 12: Period 8 (B) | *Give Me Liberty!*, Ch. 25, 26

Unit 13: Period 9 | *Give Me Liberty!*, Ch. 27, 28

End fourth grading period

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

Course Resources

Course Textbook:

Foner, Eric. *Give Me Liberty!: An American History*. 4th ed. New York: W.W. Norton & Company, Inc., 2013.
[CR1a]

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

Primary Source Readers:

Dudley, William and John C. Chalberg, eds. *Opposing Viewpoints in American History: From Colonial Times to Reconstruction, Volume 1*. Farmington Hills, MI: Greenhaven Press, 2006.

Dudley, William and John C. Chalberg, eds. *Opposing Viewpoints in American History: From Reconstruction to the Present, Volume 2*. Farmington Hills, MI: Greenhaven Press, 2006. **Note: These two volumes of *Opposing Viewpoints in American History* are our main primary source readers.**

Kramnick, Isaac and Theodore J. Lowi, eds. *American Political Thought: A Norton Anthology*. New York: W.W. Norton & Company, Inc., 2008.

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

McClellan, Jim, ed. *Historical Moments: Changing Interpretations of America's Past, Volume 1: The Pre-Colonial Period through the Civil War*. 2nd ed. New York: McGraw-Hill/Dushkin, 2000.

McClellan, Jim, ed. *Historical Moments: Changing Interpretations of America's Past, Volume 2: The Civil War through the 20th Century*. 2nd ed. New York: McGraw-Hill/Dushkin, 2000.

Secondary Source Readers:

Frost, Bryan-Paul and Jeffrey Sikkenga, eds. *History of American Political Thought*. Lanham, MD: Lexington Books, 2003. **Note: This is our main secondary source reader.**

Berky, Andrew S. and James P. Shenton, eds. *The Historians' History of the United States, Volume 1*. New York: G.P. Putnam's Sons, 1966.

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

Couvares, Francis G., Martha Saxton, Gerald N. Grob, and George Atham Billias, eds. *Interpretations of American History, Volume 1: Through Reconstruction*. 8th ed. Boston: Bedford/St. Martin's, 2009.

Couvares, Francis G., Martha Saxton, Gerald N. Grob, and George Atham Billias, eds. *Interpretations of American History, Volume 1: From Reconstruction*. 8th ed. Boston: Bedford/St. Martin's, 2009.

Davis, Allen F. and Harold D. Woodman, eds. *Conflict and Consensus in American History*. Lexington, MA: D. C. Heath & Co., 1984.

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

Oates, Stephen B. and Charles J. Errico, eds. *Portrait of America, Volume 1: To 1877*. 10th ed. Boston: Wadsworth Publishing, 2010.

Oates, Stephen B. and Charles J. Errico, eds. *Portrait of America, Volume 1: From 1865*. 10th ed. Boston: Wadsworth Publishing, 2010.

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

Other Resources:

Irish, John P. *Historical Thinking Skills: A Workbook for U.S. History*. New York: W.W. Norton & Company, Inc., 2015.

Leach, Roberta and Augustine Caliguire. *Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914*. Eugene, OR: The Center for Learning, 2011.

Leach, Roberta and Augustine Caliguire. *Advanced Placement U.S. History 2: Pre-Civil War America (1800) to Urbanization, Industrialization, and Reform (1900)*. Eugene, OR: The Center for Learning, 2011.

Leach, Roberta and Augustine Caliguire. *Advanced Placement U.S. History 3: American Imperialism (1900) to War and Terrorism (2000s)*. Eugene, OR: The Center for Learning, 2011.

Components of Each Unit

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

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

1) Analyzing Evidence: Content and Sourcing

Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues.

A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability and limitations of the source as historical evidence; worksheets will periodically require students to consider these dimensions of analysis.

2) Interpretation

Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past. This critical thinking includes understanding the various types of questions historians ask, as well as considering how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence; worksheets will periodically require students to describe historians' different circumstances, contexts, and interpretations.

3) Comparison

Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event.

It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. Students may complete Venn diagrams in which they compare and contrast various people, places, and developments.

4) Contextualization

Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes, and periodically on worksheets students will make these connections of time and place to those broader processes.

5) Synthesis

Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines, and again on occasional worksheets students will be asked to write about such connections they identify.

6) Causation

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long-term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences. Students will be given certain events and will be asked to list causes and effects between them and rank them in order of importance with justifications of their rankings.

7) Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes. Students will be asked to fill in timelines populating them with continuities and changes across various categories both within and across certain periods, and they will be asked to explain if there are more continuities or changes, and in addition they may be asked to identify and defend key turning points.

8) Periodization

Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another. Students may be given a time period and give starting and ending dates or events for that period and explain certain defining characteristics of that period and/or characteristics that go against common conceptions or perceptions of that period.

9) Argumentation:

Historical thinking involves the ability to create an argument and support it using relevant historical evidence.

Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence.

The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).

Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument. Students will craft theses and organize relevant substantiating evidence in writing.

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

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

Assessments:

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

Many of these activities will revolve around seven central themes of Advanced Placement United States History and their accompanying learning objectives:

- American and National Identity (NAT)
- Politics and Power (POL)
- Work, Exchange, and Technology (WXT)
- Culture and Society (CUL)
- Migration and Settlement (MIG)
- Geography and the Environment (GEO)
- America in the World (WOR)

UNIT 1: Pre- and Post-Columbian America – Curriculum Framework Period 1 (1491 – 1607) [CR2]

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

Textbook:

Give Me Liberty!, Chapter 1: “A New World”

Additional Resources:

Primary Sources: None

Secondary Sources: Colin G. Calloway, “The Kaleidoscope of Early America” (in *New Worlds For All: Indians, Europeans, and the Remaking of Early America*. 2nd ed. Baltimore, MD: Johns Hopkins University Press, 2013.)
[CR1c]

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

Quiz | Warm-Up:

Students will either do a vocabulary quiz or one of the Historical Thinking Skills worksheets.

- Compare and Contrast: Students will construct a Venn diagram identifying similarities and differences between European and American Indian cultures. [CR7]
- Causation: Students will construct a cause and effect chart tracing the causes and effects of European exploration. [CR10]
- Map Skills: Students will create a map with the following attributes labeled on it: migration routes of first settlers; major North American Indian tribes; ways of life of the major North American Indian tribes; and the Pacific and Atlantic Oceans, Gulf of Mexico, and Mississippi and Ohio Rivers.

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)

[CR10] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2)

Discussion Questions (from and aligned with the learning objectives):

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

Chapter One:

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

- Identify the major consequences of European contact with American Indians. Which of these were the most significant and why?
- What were the chief features of the Spanish empire in America?
- Compare and contrast the Spanish, French, and Dutch empires in North America.

Additional Activities:

- Ask students the following question: How has the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups before European contact and after European contact? Students will engage in small group discussions and then, as a class, develop a list of impacts both pre- and post-contact with Europeans. (GEO-1.0) [CR4] [CR10]

[CR4] — Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

[CR10] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2)

Assessment:

- Students will complete a MC quiz on the second day of class that covers the summer reading assignment. Students will also answer a short-answer question. Looking at two drawings from the early seventeenth century, they will be asked to account for the differences in point of view between the two depictions of the Spanish and explain the purpose of the depictions and intended audience. Students must give specific historical contextual evidence that supports both interpretations.

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

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

Textbook:

- *Give Me Liberty!*, Chapter 2: “Beginnings of English America, 1607-1660”
- *Give Me Liberty!*, Chapter 3: “Creating Anglo-America, 1660-1750”
- *Give Me Liberty!*, Chapter 4: “Slavery, Freedom, and the Struggle for Empire, to 1763”

Additional Resources:

- **Primary Sources:** Hector St. Jean de Crevecoeur, “What is an American?” (1782) and various works and sermons by Jonathan Edwards including: “Notes on the Mind” (1718-20), “Notes on Natural Science” (1718-20), “On Religious Affections” (1746), “A Divine and Supernatural Light” (1733), “On the Great Doctrine of Original Sin Defended” (1766), and “Freedom of the Will” (1754). [CR1b: textual]
- **Secondary Sources:** Daniel J. Boorstin, “How Orthodoxy Made the Puritans Practical” (in *The Americans: The Colonial Experience*. New York: Random House, 1958) and Michael J. Rosano, “Winthrop, Cotton, and Niles: The Basic Principles of Puritan Political Thought” (in *History of American Political Thought*). [CR1c]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

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

Quiz | Warm-Up:

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

- **Periodization:** Students will construct a periodization chart in which they identify a beginning and ending date/event for Colonial America. Next they will identify specific details, which reinforce and/or contradict commonly held beliefs of the period. [CR12]
- **Compare and Contrast:** Students will construct a Venn diagram identifying similarities and differences between the three geographic regions of Colonial America: New England, Mid-Atlantic, and Chesapeake. [CR7]
- **Causation:** Students will construct a cause and effect chart tracing the causes and effects of African slavery. [CR10]

[CR12] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)

[CR10] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2)

Discussion Questions (from and aligned with the learning objectives):

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

Chapter Two:

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

Chapter Three:

- To what extent did the English empire in America expand in the mid-seventeenth century?

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

Chapter Four:

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

Additional Activities:

- Students will participate in a small group seminar over Puritan thought and its political, economic, social, cultural, and intellectual influence over time (see primary and secondary sources listed above; critical thinking questions based on the reading will be discussed). Students will identify the main points and thesis of the authors and will offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group. Students will also make connections to the present, asserting how Puritan thought is reflected in present-day culture and politics. [CR9]
- Students will read an excerpt from Crèvecoeur's *Letters from an American Farmer* (1792), "What is an American?" then take part in a class discussion over the following question: Has a unique American identity developed on the eve of the American Revolution? (NAT-4.0) [CR4]

[CR9] — Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. — Synthesis (Proficiency Skill C5)

[CR4] — Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

Assessment:

- Students will complete a short-answer question activity over the skill of historical interpretation. Students will read excerpts from the following historians over the issue of the American character: Baron Graf von Hubner, "A Ramble Round the World" (1871) and James Bryce, "The American Commonwealth" (1893). Identify the major differences between the two interpretations, then identify specific historical evidence that supports both arguments, but not explicitly mentioned in the excerpts.
- Students will complete a unit test that will be composed of traditional MC items as well as new MC items for the redesign.

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

UNIT 3: The American Revolution and the Early Constitutional Republic – Curriculum Framework Period 3 (1754 – 1800) [CR2]

Part A – The American Revolution [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 5: “The American Revolution, 1763-1783”
- *Give Me Liberty!*, Chapter 6: “The Revolution Within”

Additional Resources:

- **Primary Sources:** Stephen Hopkins, “Parliament is Abusing the Rights of Americans” (1764); Martin Howard, “Parliament is not Abusing the Rights of Americans” (1765); Thomas Paine, “America Must Seek Independence of Great Britain” (1776); Charles Inglis, “America Must Reconcile with Great Britain” (1776); Benjamin Franklin, “Dialogue between Philocles and Horatio” (1730), “Poor Richard’s Almanack” (1759), “Autobiography” (1791), and “Plan for the American Philosophical Association” (1743); Thomas Jefferson, first inaugural address (1801), various letters, “Bill Establishing Religious Freedom” (1777), “The Declaration of Independence” (1776), and “Reflections on the Articles of Confederation;” and map showing strengths of revolutionary and loyalist allegiances. [CR1b: maps]
- **Secondary Sources:** Jan Lewis, “Women and the American Revolution” [*Magazine of History* 8, no. 4 (Summer 1994): 23-26]; Darren Staloff, “John Adams and Enlightenment” (in *A Companion to John Adams and John Quincy Adams*, edited by David Waldstreicher. New York: John Wiley & Sons, Oxford University Press, 2013); Colin Nicolson, “The Revolutionary Politics of John Adams, 1760 – 1775” (in *A Companion to John Adams and John Quincy Adams*); John Koritansky, “Thomas Paine: The American Radical” (in *History of American Political Thought*); Steven Forde, “Benjamin Franklin: A Model American and an American Model” (in *History of American Political Thought*); and Aristide Tessitore, “Legitimate Government, Religion, and Education: The Political Philosophy of Thomas Jefferson” (in *History of American Political Thought*). [CR1c]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

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

Quiz | Warm-Up:

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

- Causation: Students will construct a cause and effect chart tracing the causes and effects of the American Revolution. [CR10]

- Periodization: Students will construct a periodization chart in which they identify a beginning and ending date/event for the American Revolution. Next, they will identify specific details that reinforce and/or contradict commonly held beliefs of the period. [CR12]

[CR10] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2)

[CR12] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

Art Analysis:

Art Works: John Vanderlyn, *Landing of Columbus* (1847); Benjamin West, *The Death of General Wolfe* (1771), *Penn's Treaty with the Indians* (1772), and *Franklin Drawing Electricity from the Sky* (1816); Jonathan Singleton Copley, *Paul Revere* (1768); Peter F Rothermel, *Patrick Henry Before the Virginia House of Burgesses* (1851); John Trumbull, *Declaration of Independence* (1819); Howard Chandler Christy, *Scene at the Signing of the Constitution of the United States* (1940); Gilbert Stuart, *George Washington* (1796). [CR1b: visual]

Art Activity: Students will take part in a separate art analysis for each work of art listed above. The art analysis will consist of identifying the historical context of the painting, the artist's purpose, point of view, and intended audience. Students will then share with the class whether they believe the artist was successful in achieving his/her goal. At the end of the activity, students will do a pre-write (outline the essay and develop a thesis statement) on the following prompt: To what extent had Americans developed a unique identity by the inauguration of George Washington? [CR5]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR5] — Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2)

Discussion Questions (from and aligned with the learning objectives):

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

Chapter Five:

- Identify the major causes and consequences of the Stamp Act controversy. Which of these was the most important? Why?
- What key events sharpened the divisions between Britain and the colonies in the late 1760s and early 1770s?
- Identify the major causes that marked the move toward American Independence. Which of these was the most important and why? Which Founding Father played the biggest role in the Independence movement and why?

- How were American forces able to prevail in the Revolutionary War? Identify the three most important turning points of the war. Why are these the most important?

Chapter Six:

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

Additional Activities:

- Students will participate in a small group seminar over Enlightenment thought and its political, economic, social, cultural, and intellectual influence over time (see primary and secondary sources above; critical thinking questions based on the reading will be discussed). Students will identify the main points and thesis of the authors and offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present. **[CR9]**
- Students will participate in a class debate over the question: Are the Americans justified in rebelling from the British? Students will draw on both primary and secondary articles, as well as information from the textbook, to articulate their position with regard to the prompt.

[CR9] — Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. — Synthesis (Proficiency Skill C5)

Assessment:

- Students will complete a short-answer question activity over the skill of historical interpretation. Students will read excerpts from the following historians over the causes of the American Revolution: Louis M. Hacker, “The Triumph of American Capitalism” (London: Cumberlege, for Columbia University Press, 1946) and Merrill Jensen, “Democracy and the American Revolution” [*Huntington Library Quarterly* 20, no. 4 (Aug. 1957): 321-341]. Identify the major differences between the two interpretations, then identify specific historical evidence that supports both arguments, but not explicitly mentioned in the excerpts. **[CR6]**
- Students will complete a unit test that will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.
- Students will write an in-class timed essay over the following topic: Evaluate the extent to which social, political, and economic causes led to the American Revolution, then evaluate how those causes were altered following the war. Students will be required to develop an argument with a thesis statement, supported by relevant historical evidence, with a connection of the prompt to the broader context. **[CR14]**

[CR6] — Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1)

[CR14] — Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. — Argumentation (Proficiency Skills E2, E3, E4)

Part B – The Articles of Confederation, the Constitution, and the Early Constitutional Republic [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 7: “Founding a Nation, 1783-1789”
- *Give Me Liberty!*, Chapter 8: “Securing the Republic, 1790-1815”

Additional Resources:

- **Primary Sources:** Federalist #1, 10, 23, 51, 84; Antifederalist (selections): Thomas Jefferson, “Letters on the Constitution” (1787, 1789); Richard Henry Lee, “Letters from the Federal Farmer” (1787); Robert Yates, “Essays of Brutus” (1787-88); and Patrick Henry, “Debate in the Virginia Ratifying Convention” (1788). [CR1b: textual]
- **Secondary Sources:** Karen N. Barzilay, “John Adams in the Continental Congress” (in *A Companion to John Adams and John Quincy Adams*); Douglas Bradburn, “The Presidency of John Adams” (in *A Companion to John Adams and John Quincy Adams*); Murray Dry, “Anti-Federalist Political Thought: Brutus and the Federal Farmer” (in *History of American Political Thought*); and James R. Stoner, Jr., “The New Constitutionalism of Publius” (in *History of American Political Thought*). [CR1c]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

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

Quiz | Warm-Up:

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

- Compare and Contrast: Students will construct a Venn diagram identifying the similarities and differences between the Federalist and Antifederalist.

Discussion Questions (from and aligned with the learning objectives):

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

Chapter Seven:

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

Chapter Eight:

- Identify the major causes that made the politics of the 1790s so divisive. What were the consequences of that divisiveness?
- To what extent did competing views of freedom and global events promote the political divisions of the 1790s? Which was the most important? Why?
- What were the achievements and failures of Jefferson’s presidency? Was Jefferson a great president? Why or why not?
- Identify the major causes and consequences of the War of 1812. Which of these were the most important and why?

Additional Activities:

- Students will read excerpts from the Federalist and Antifederalist Papers, as well as the following articles: Murray Dry, “Anti-Federalist Political Thought: Brutus and the Federal Farmer” and James R. Stoner, Jr., “The New Constitutionalism of Publius.” They will turn in an article review over the readings, then participate in a class debate over the following question: Should America ratify the U.S. Constitution? (POL-1.0) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

Assessment:

- Students will complete a short-answer question activity over the skill of historical interpretation. Students will read excerpts from the following historians over the issue of the meaning of the Constitution: selections from Henry Steele Commager, *Freedom and Order: A Commentary on the American Political Science* (Cleveland: World Publishing Co., 1966) and from Thomas R. Dye and Harmon Zeigler, *The Irony of Democracy: An Uncommon Introduction to American Politics* (Belmont, CA: Wadsworth Publishing Co., 1971). Identify the major differences between the two interpretations, then identify specific historical evidence that supports both arguments, but not explicitly mentioned in the excerpts. [CR6]
- Students will complete a unit test that will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

[CR6] — Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1)

UNIT 4: The Growth of the Economy and Democracy and the Age of Reform – Curriculum Framework Period 4 (1800 – 1848) [CR2]

Part A – The Growth of the Economy and Democracy [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 9: “The Market Revolution, 1800-1840”
- *Give Me Liberty!*, Chapter 10: “Democracy in America, 1815-1840”

Additional Resources:

- **Primary Sources:** Ralph Waldo Emerson, “Nature” (1836), “The American Scholar” (1837), “Divinity School Address” (1838), “The Transcendentalist” (1842), “Self-Reliance” (1841), “The Oversoul” (1841), and “Politics” (1844); Henry David Thoreau, “Walden” (1854), “Civil Disobedience” (1849), and “Life Without Principle” (1862); Nathan Sanford, “Suffrage Should Not Be Based on Property” (1821); James Kent, “Suffrage Should Be Limited to Property Holders” (1821); Alexis de Tocqueville, “Democracy in America” (1835); John Marshall, “The Federal Government is Supreme Over the States” (*McCulloch v. Maryland* decision) (1819); and Spencer Roane, “The Federal Government is Not Supreme Over the States” (1819).
- **Secondary Sources:** Harry Ammon, “James Monroe and the Era of Good Feelings” [*Virginia Magazine* 66 (1958): 387–98]; Bryan-Paul Frost, “Religion, Nature, and Disobedience in the Thought of Emerson and Thoreau” (in *History of American Political Thought*); and Matthew J. Franck, “Union, Constitutionalism, and the Judicial Defense of Rights: John Marshall” (in *History of American Political Thought*). [CR1c]

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

Quiz | Warm-Up:

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

- **Periodization:** Students will construct a periodization chart in which they identify a beginning and ending date/event for the Era of Good Feelings. Next, they will identify specific details that reinforce and/or contradict commonly held beliefs of the period. [CR12]

[CR12] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

Discussion Questions (from and aligned with the learning objectives):

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

Chapter Nine:

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

Chapter Ten:

- What were the social bases for the flourishing democracy of the early mid-nineteenth century?
- What efforts were made in this period to strengthen the economic integration of the nation, and what major crises hindered these efforts?
- What were the major areas of conflict between nationalism and sectionalism?
- In what ways did Jackson embody the contradictions of democratic nationalism?
- To what extent did the Bank War influence the economy and party competition?

Art Analysis:

Art Works: Edward Hicks, *Peaceable Kingdom* (1826) and *Noah’s Ark* (1846); George Caleb Bingham, *Fur Traders Descending the Missouri* (1845) and *Canvassing for a Vote* (1852); Frank Blackwell Mayer, *Leisure and Labor* (1858); and Thomas Cole, *The Oxbow* (1836), *Sunny Morning on the Hudson* (1827), and the five paintings in *The Course of an Empire* series (1833-36).

Art Activity: Students will take part in an art analysis of each work of art individually. The art analysis will consist of identifying the historical context of the painting, the artist’s purpose, point of view, and intended audience. Students will then share with the class whether they believe the artist was successful in achieving his/her goal. **[CR5]** At the end of the activity, students will outline an essay and develop a thesis statement on the following prompt: “How would Americans of the Jacksonian Era have defined the word ‘democracy’?” **[CR13]**

[CR5] — Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author’s point of view, author’s purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2)

[CR13] — Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. — Argumentation (Proficiency Skill E1)

Additional Activities:

- Students read excerpts from Ralph Waldo Emerson’s “Nature,” “The American Scholar,” “Divinity School Address,” “The Transcendentalist,” “Self-Reliance,” “The Oversoul,” and “Politics;” Henry David

Thoreau’s “Walden,” “Civil Disobedience,” and “Life Without Principle;” as well as Bryan-Paul Frost’s article, “Religion, Nature, and Disobedience in the Thought of Emerson and Thoreau” (HoAPT). They will turn in an article review over the readings, then participate in a small group seminar in which they consider, by looking at five to seven critical thinking questions on the significance of Transcendentalism in overall Antebellum American culture. (CUL-2.0) [CR4]

- Students will read the following article, “The Market Revolution in Early America” by John Lauritz Larson [*OAH Magazine of History* 19, no. 3 (May 2005): 4-7]. Students will turn in a review of this article, then take part in a class discussion over the following question: How have innovations in the market, transportation, and technology affected the economy and the different regions of North America? (WXT-3.0) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

Assessment:

- Students will complete a unit test that will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.
- Students will write an in-class timed essay over the following topic: To what extent did political parties contribute to the development of national unity or sectionalism in the U.S. between 1790 and 1860? Students will be required to develop an argument with a thesis statement, supported by relevant historical evidence, with a connection of the prompt to the broader context. [CR14]

[CR14] — Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. — Argumentation (Proficiency Skills E2, E3, E4)

Part B – The Age of Reform [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 11: “The Peculiar Institution”
- *Give Me Liberty!*, Chapter 12: “An Age of Reform, 1820-1840”

Additional Resources:

- **Primary Sources:** Native American Party, “Immigrants Endanger America” (1845); Thomas L. Nichols, “Immigrants Do Not Endanger America” (1845); Catharine E. Beecher, “Women Hold an Exalted Status in America” (1841); Elizabeth Cady Stanton, “Women Hold a Degraded Status in America” (1848); and James Fenimore Cooper, “The American Democrat” (1838).
- **Secondary Sources:** Selections from Anne Farrow, Joel Lang, and Jenifer Frank, *Complicity: How the North Promoted, Prolonged, and Profited from Slavery* (New York: Ballantine Books, 2005); Jane Landers, “Slavery in the Lower South” [*OAH Magazine of History* 17, no. 3 (Apr. 2003): 23-27]; Shane White, “Slavery in the North” [*OAH Magazine of History* 17, no. 3 (Apr. 2003): 17-21]; Richard S. Ruderman, “Proclaim Liberty throughout the Land: Frederick Douglass, William Lloyd Garrison, and the

Abolition of Slavery” (in *History of American Political Thought*); and John E. Alvis, “James Fenimore Cooper: Nature and Nature’s God” (in *History of American Political Thought*). [CR1c]

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

Quiz | Warm-Up:

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

- Compare and Contrast: Students will construct a Venn diagram identifying similarities and differences between the Upper and Lower South.

Discussion Questions (from and aligned with the learning objectives):

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

Chapter Eleven:

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

Chapter Twelve:

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

Additional Activities:

- Students will participate in a small group seminar over the role of women and immigrants in American society (critical thinking questions based on the reading will be discussed). Students will identify the main points and thesis of the authors and offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present. (CUL-3.0, 4.0) [CR4]
- Students will read the following two primary source articles: Native American Party, “Immigrants Endanger America” (1845) and Thomas L. Nichols, “Immigrants Do Not Endanger America” (1845). They will turn in an article review over the readings, then participate in a small group seminar in which

they consider, by looking at five to seven critical thinking questions, the role of immigration in Antebellum America. (MIG-1.0) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

Assessment:

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

UNIT 5: Sectionalism, War, and Reconstruction – Curriculum Framework Period 5 (1844 – 1877) [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 13: “A House Divided, 1840-1861”
- *Give Me Liberty!*, Chapter 14: “A New Birth of Freedom: The Civil War, 1861-1865”
- *Give Me Liberty!*, Chapter 15: “What is Freedom?: Reconstruction, 1865-1877”

Additional Resources:

- **Primary Sources:** Maps showing concentrations of slave populations in 1820 and 1860 and the strength of secessionist and Unionist support in 1860; [CR1b: maps and quantitative] Henry Clay, “America Should Not Annex Texas” (1844); John L. O’Sullivan, “America Should Annex Texas” (1845); James K. Polk, “U.S. Must Wage War on Mexico” (1846); Ramon Alcaraz, “The United States Fought Mexico to Gain Territory” (1850); Roger Taney, “Constitutional Rights Do Not Extend to Blacks” (*Dred Scott v. Sandford* decision) (1857); Benjamin Curtis, “Constitutional Rights Do Extend to Blacks” (1857); South Carolina’s declaration, “Secession is Justified” (1860); Abraham Lincoln, “Secession is Not Justified” (1861); Horace Greeley, “Freeing the Slaves Should be the Primary War Aim” (1862); Abraham Lincoln, “Preserving the Union Should be the Primary War Aim” (1862); Frederick Douglass, “The Emancipation Proclamation is a Significant Achievement” (1862); Clement L. Vallandigham, “The Emancipation Proclamation is a Worthless Act” (1863); Abraham Lincoln, “War Justifies the Restriction of Civil Liberties” (1863); Ohio Democratic Convention, “War Does Not Justify the Violation of Civil Liberties” (1863); Join Committee on Reconstruction, “The South is a Separate, Conquered Nation” (1866); Andrew Johnson, “The South is not a Separate, Conquered Nation” (1867); Frederick Douglass, “Blacks Should Have the Right to Vote” (1866); and Andrew Johnson, “Blacks Should Not Have the Right to Vote” (1867). [CR1b: textual]
- **Secondary Sources:** Bruce Catton, “Grant and Lee: A Study in Contrasts” (in *A Writer’s Workshop: Crafting Paragraphs, Building Essays*, edited by Bob Brannon. New York: McGraw-Hill, 2006); Steven Kautz, “Abraham Lincoln: The Moderation of a Democratic Statesman” (in *History of American Political Thought*); Marc Egnal, “The Economic Origins of the Civil War” [*OAH Magazine of History* 25, no. 2

(2011): 29-33]; Jonathan Earle, “The Political Origins of the Civil War” [*OAH Magazine of History* 25, no. 2 (2011): 8-13]; and Paul Finkelman, “Slavery, the Constitution, and the Origins of the Civil War” [*OAH Magazine of History* 25, no. 2 (2011): 14-18]. [CR1c]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

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

Quiz | Warm-Up:

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

- **Chronological Reasoning:** Students will construct a timeline placing 10 events in historical and chronological order. Students will then note connections between the events and argue for either continuity or change as the basic structure over that time period.
- **Continuity and Change Over Time:** Students will fill in a timeline identifying continuities and changes over the role of women with American society from the American Revolution to the Civil War. Students will share with the class whether they believe there was more continuity or change within that time period, and discuss which of the learning objectives covers the topic and why. [CR11]
- **Causation:** Students will construct a cause and effect chart tracing the causes and effects of the Civil War. [CR10]

[CR11] — Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. — Patterns of continuity and change over time (Proficiency Skills D3, D4)

[CR10] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2)

Discussion Questions (from and aligned with the learning objectives):

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

Chapter Thirteen:

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

Chapter Fourteen:

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

Chapter Fifteen:

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

Additional Activities:

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

Assessment:

- Students will complete a short-answer question activity over the skill of historical interpretation. Students will read excerpts from the following historians over the causes of the Civil War: Charles A. Beard, *The Rise of American Civilization* (1927) and Roy F. Nichols, *The Disruption of American Democracy* (1948). Identify the major differences between the two interpretations, then identify specific historical evidence that supports both arguments, but not explicitly mentioned in the excerpts. **[CR6]**
- Students will complete a unit test that will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.
- Students will write an in-class timed essay over the following topic: Evaluate the extent to which the Missouri Compromise marked a turning point in American History. Students will be required to develop an argument with a thesis statement, supported by relevant historical evidence, with a connection of the prompt to the broader context. **[CR12]**

[CR6] — Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1)

[CR12] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

UNIT 6: The Gilded Age – Curriculum Framework Period 6 (1865 – 1898) [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 16: “America’s Gilded Age, 1870-1890”
- *Give Me Liberty!*, Chapter 17: “Freedom’s Boundaries, at Home and Abroad, 1890-1900”

Additional Resources:

- **Primary Sources:** Frederick Turner, “Turner Thesis” (1893); Henry George, “Concentrations of Wealth Harm America” (1883); Andrew Carnegie, “Concentrations of Wealth Help America” (1883); Henry B. Brown, “Racial Segregation is Constitutional” (1896); John Marshall Harlan, “Racial Segregation Is Unconstitutional” (1896); Booker T. Washington, “Blacks Should Stop Agitating for Political Equality” (1895); W.E.B. Du Bois, “Blacks Should Strive for Political Equality” (1903); Albert J. Beveridge, “America Should Retain the Philippines” (1900); Joseph Henry Cooker, “America Should Not Rule the Philippines” (1912); William Graham Sumner, *What Social Classes Owe Each Other* (1883); Andrew Carnegie “The Gospel of Wealth” (1889); and Walter Rauschenbusch, *A Theology for the Social Gospel* (1917).
- **Secondary Sources:** Lance Robinson, “Pricking the Bubble of Utopian Sentiment: The Political Thought of William Graham Sumner” (in *History of American Political Thought*); Peter W. Schramm, “Booker T. Washington and the Severe American Crucible” (in *History of American Political Thought*); and Jonathan Marks, “Co-workers in the Kingdom of Culture: W.E.B. Du Bois’s Vision of Race Synthesis” (in *History of American Political Thought*). [CR1c]

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

Quiz | Warm-Up:

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

- Causation: Students will construct a cause and effect chart tracing the causes and effects of the growth of big business. [CR10]
- Compare and Contrast: Students will construct a Venn diagram identifying similarities and differences between the New and Old South, particularly in terms of backgrounds of political leadership and economic elites, and the nature of economic production and output. [CR7]

[CR10] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2)

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)

Discussion Questions (from and aligned with the learning objectives):

- Interpretation: Students will read a secondary article (see secondary sources from list above) and do an article review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion.

- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the learning objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Sixteen:

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

Chapter Seventeen:

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

Art Analysis:

- **Art Works:** Winslow Homer, *The Gulf Stream* (1899); Thomas Eakins, *The Gross Clinic* (1875) and *Max Schmidt in a Single Skull* (1871); George Bellows, *Stag at Sharkey's* (1909) and *Tennis at Newport* (1919); Thomas Pollock Anshutz, *Ironworkers at Noontime* (1880); Edward P. Moran, *Statue of Liberty Enlightening the World* (1886); Horace Bonham, *Nearing the Issue* (1870); John Singer Sargent, *El Jaleo* (1882); J.A. McNeill Whistler, *Arrangement in Gray and Black (or The Artist's Mother)* (1872) and *Nocturne in Black and Gold (or The Falling Rocket)* (1875); and Edward Hopper, *Nighthawks* (1942).
- **Art Activity:** Students will take part in an art analysis of each work of art individually. The art analysis will consist of identifying the historical context of the painting, the artist's purpose, point of view, and intended audience. Students will then share with the class whether they believe the artist was successful in achieving his/her goal. **[CR5]** At the end of the activity, students will outline an essay and develop a thesis statement on the following prompt: "Why were big businesses during the Gilded Age criticized by reformers?" **[CR13]**

[CR5] — Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2)

[CR13] — Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. — Argumentation (Proficiency Skill E1)

Additional Activities:

- Students will participate in a class debate over the question: Does the concentration of wealth help or harm America? Students will draw on both primary and secondary articles, as well as information from the textbook, to articulate their position with regard to the prompt.
- Students will read excerpts from the following two primary source articles: Albert J. Beveridge “America Should Retain the Philippines” (1900) and Joseph Henry Cooker “America Should Not Rule the Philippines” (1900). They will turn in an article review over the readings, then participate in a class debate over the following question: Should America annex the Philippines? (WOR-2.0) [CR4]
- Students will participate in a small group seminar over the role of African Americans at the end of the nineteenth century (critical thinking questions based on the reading will be discussed). Students will identify the main points and thesis of the authors and offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present.

[CR4] — Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

Assessment:

- Students will complete a short-answer question activity over the skill of historical interpretation. Students will read excerpts from the following historians over the nature of the captains of industry: Matthew Josephson, *The Robber Barons* (1934) and Julius Grodinsky, *Jay Gould, His Business Career, 1867-1892* (1957). Students will identify the major differences between the two interpretations, then identify specific historical evidence that supports both arguments, but not explicitly mentioned in the excerpts.
- Students will complete a unit test that will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

**UNIT 7: Progressivism, World War I, the 1920s,
the New Deal, and World War II –
Curriculum Framework Period 7 (1890 – 1945) [CR2]**

Part A – Progressivism, World War I, and the 1920s [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 18: “The Progressive Era, 1900-1916”
- *Give Me Liberty!*, Chapter 19: “Safe for Democracy: The United States and World War I, 1916-1920”
- *Give Me Liberty!*, Chapter 20: “From Business Culture to Great Depression: The Twenties, 1920-1932”

Additional Resources:

- **Primary Sources:** Theodore Roosevelt, “The Federal Government Should Regulate Trusts: Roosevelt’s New Nationalism” (1910); Woodrow Wilson, “The Federal Government Should Oppose Trusts: Wilson’s New Freedom” (1913); Woodrow Wilson, “America Should Enter World War I” (1917); George W. Norris, “America Should Not Enter World War I” (1917); Robert La Follette’s speech in the U.S. Senate against the entry of the United States into World War I (April 4, 2917); A. Mitchell Palmer, “The Department of Justice is Defending America from Communist Subversion” (1920); National Popular Government League, “The Department of Justice is Violating Constitutional Freedoms” (1920); H.L. Mencken, “Mencken Critiques America” (1922); and Catherine Beech Ely, “A Critique of H.L Mencken” (1928).
- **Secondary Sources:** Jean M. Yarbrough, “Theodore Roosevelt and the Stewardship of the American Presidency” (in *History of American Political Thought*); Ronald J. Pestritto, “Woodrow Wilson, the Organic State, and American Republicanism” (in *History of American Political Thought*); David F. Forte, “The Making of the Modern Supreme Court: Holmes and Brandeis” (in *History of American Political Thought*); and Lynn Dumenil, “The New Woman and the Politics of the 1920s” [*OAH Magazine of History* 21, no. 3 (2007): 22-26]. [CR1c]

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

Quiz | Warm-Up:

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

- **Periodization:** Students will construct a periodization chart in which they identify a beginning and ending date/event for the Progressive Era. Next, they will identify specific details that reinforce and/or contradict commonly held beliefs of the period. [CR12]

[CR12] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

Discussion Questions (from and aligned with the learning objectives):

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

Chapter Eighteen:

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

Chapter Nineteen:

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

Chapter Twenty:

- Who benefited and suffered the most in the new consumer society of the 1920s?
- To what extent did the government promote business interests in the 1920s? How was this different from previous periods in American history?
- To what extent did the protection of civil liberties gain importance in the 1920s? Why did groups feel that these were being threatened during the period?
- Compare and contrast religious fundamentalism and pluralism during the 1920s.
- Identify the major causes for the Great Depression. Evaluate how effective the government's response was by 1932.

Additional Activities:

- Students will participate in a class debate over the question: Should civil liberties be preserved during wartime? Students will draw on both primary and secondary articles, as well as information from the textbook, to articulate their position with regard to the prompt.
- Students will participate in a small group seminar over progressive thought and its political, economic, social, cultural, and intellectual influence over time (critical thinking questions based on the reading will be discussed). Students will identify the main points and thesis of the authors and offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present. **[CR9]**
- Students will participate in a small group seminar over the role of the Red Scare during the 1920s (critical thinking questions based on the reading will be discussed). Students will identify the main points and thesis of the authors and offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present.

[CR9] — Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. — Synthesis (Proficiency Skill C5)

Assessment:

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

- Students will write a timed in-class DBQ essay from the 2012 AP exam over the following topic: “In the post-Civil War U.S., corporations grew significantly in number, size, and influence. Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900.” Students will do a HIPP analysis (historical context, intended audience, point of view, and purpose) over the documents included in the DBQ document packet. Students will be required to develop an argument with a thesis statement, supported by relevant historical evidence, with a connection of the prompt to the broader context, and utilizing synthesis by reconciling disparate historical evidence.

Part B – The New Deal and World War II [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 21: “The New Deal, 1932-1940”
- *Give Me Liberty!*, Chapter 22: “Fighting for the Four Freedoms: World War II, 1941-1945”

Additional Resources:

- **Primary Sources:** Henry Ford, “Self-Help is the Best Response to Unemployment” (1932); Charles R. Walker, “Self- Help is Not Enough” (1932); Franklin D. Roosevelt, “America Needs a New Deal” (1932); Herbert Hoover, “Roosevelt’s New Deal Would Destroy America” (1932); Huey P. Long, “Redistributing America’s Wealth Would Solve the Depression” (1934); Hamilton Basso, “Long’s Share-Our-Wealth Plan is Impractical” (1935); and graphs showing economic cycles leading up to the Great Depression. [CR1b: quantitative]
- **Secondary Sources:** Patrick J. Maney, “Rise and Fall of the New Deal Congress” [*OAH Magazine of History* 12, no. 4 (Summer 1998): 13-19] and Donald R. Brand, “Franklin Delano Roosevelt and the Second Bill of Rights” (in *History of American Political Thought*). [CR1c]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

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

Quiz | Warm-Up:

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

- Periodization: Students will construct a periodization chart in which they identify a beginning and ending date/event for the New Deal Era. Next, they will identify specific details that reinforce and/or contradict commonly held beliefs of the period. [CR12]

[CR12] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

Discussion Questions (from and aligned with the learning objectives):

- Interpretation: Students will read a secondary article (see secondary sources from list above) and do an article review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion.

- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the learning objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Twenty One:

- What were the major policy initiatives of the New Deal in the first hundred days? How effective were these in solving the problems of the Depression?
- Who were the main proponents/opponents of economic change in the 1930s and what measures did they advocate? How effective were they in bringing about change?
- To what extent did the New Deal recast the meaning of American freedom? What new opportunities and challenges arose during this period?
- To what extent did the New Deal reach out to embrace women and minorities?
- To what extent did the popular front influence American culture in the 1930s?

Chapter Twenty Two:

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

Additional Activities:

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

Assessment:

- Students will complete a short-answer question activity over the skill of historical interpretation. Students will read excerpts from the following historians over the nature of the New Deal: Arthur M. Schlesinger, Jr., "The Broad Accomplishments of the New Deal" (1948) and Richard Hofstadter, *The American Political Tradition and the Men Who Made It* (New York: Vintage, 1948). Identify the major differences between the two interpretations, then identify specific historical evidence that supports both arguments, but not explicitly mentioned in the excerpts. [CR6]
- Students will complete a unit test that will be composed of traditional MC items as well as new MC items for the redesign.

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

[CR6] — Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1)

UNIT 8: The Cold War and the 1950s, 1960s, 1970s, and 1980s – Curriculum Framework Period 8 (1945 – 1980) [CR2]

Part A – The Cold War and the 1950s [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 23: “The United States and the Cold War, 1945-1953”
- *Give Me Liberty!*, Chapter 24: “An Affluent Society, 1953-1960”

Additional Resources:

- **Primary Sources:** Henry A. Wallace, “America Should Seek Peace with the Soviet Union” (1946); George F. Kennan, “America Should Contain the Soviet Union” (1947); Joseph McCarthy, “Communist Subversives Threaten America” (1950); and The Tydings Committee, “McCarthyism Threatens America” (1950).
- **Secondary Sources:** Thomas G. Paterson, “The Origins of the Cold War” [*OAH Magazine of History* 2, no. 1 (Summer, 1986): 5-9, 18]; Becky M. Nicolaides, “Suburbia and the Sunbelt” [*OAH Magazine of History* 18, no. 1 (Oct. 2003)]; excerpts from William Thomas, *Radical for Capitalism: An Introduction to the Political Thought of Ayn Rand* (Kingwood, TX: The Atlas Society, 2014); and James McClellan, “Russell Kirk’s Anglo-American Conservatism” (in *History of American Political Thought*).

Quiz | Warm-Up:

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

- **Periodization:** Students will construct a periodization chart in which they identify a beginning and ending date/event for the Cold War. Next, they will identify specific details that reinforce and/or contradict commonly held beliefs of the period. [CR12]
- **Compare and Contrast:** Students will construct a Venn diagram identifying similarities and differences between the 1920s and the 1950s.

[CR12] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

Discussion Questions (from and aligned with the learning objectives):

- **Interpretation:** Students will read a secondary article (see secondary sources from list above) and do an Article Review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion.

- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the learning objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Twenty Three:

- Identify the major causes that prompted the Cold War. Which of these was the most important? Why?
- To what extent did the Cold War reshape the ideas of American freedom?
- What were the major initiatives of Truman’s domestic policies and were these successful?
- What effects did the anti-communism of the Cold War have on American politics and culture?

Chapter Twenty Four:

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

Additional Activities:

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

Assessment:

- Students will complete a short-answer question activity over the skill of historical interpretation. Students will read excerpts from the following historians over the Cold War and containment: George F. Kennan, *Russia, the Atom, and the West* (New York: Harper and Brothers, 1958) and Dean Acheson, “The Illusion of Disengagement” [*Foreign Affairs* 36 (April 1958): 371–82]. Identify the major differences between the two interpretations, then identify specific historical evidence that supports both arguments, but not explicitly mentioned in the excerpts.
- Students will complete a unit test that will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.
- Students will write a timed in-class DBQ essay from the 2001 AP U.S. History exam on the following topic: “What were the causes that prompted the Cold War fears of the American people in the aftermath of the Second World War? How successfully did the administration of Eisenhower address these fears? Confine your answer to the period 1948 – 1961.” Students will do a HIPP analysis (historical context, intended audience, point of view, and purpose) over the documents included in the DBQ document packet. Students will be required to develop an argument with a thesis statement, supported by relevant historical

evidence, with a connection of the prompt to the broader context, and utilizing synthesis by connecting the prompt to another context.

Part B – The 1960s, 1970s, and 1980s [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 25: “The Sixties, 1960-1968”
- *Give Me Liberty!*, Chapter 26: “The Triumph of Conservatism, 1969-1988”

Additional Resources:

- **Primary Sources:** Martin Luther King, Jr., “Blacks Should Strive to be Part of the American Dream” (1963); Malcolm X, “Blacks Can Never Be Part of the American Dream” (1963); Lyndon B. Johnson, “America is Fighting for a Just Cause in Vietnam” (1965); Eugene McCarthy, “America is Not Fighting for a Just Cause in Vietnam” (1967); Richard M. Nixon, “Riots are Mob Criminal Acts” (1966); Tom Hayden, “Riots are Social Revolutions” (1967); Students for a Democratic Society, “America’s Youth Must Lead a New Revolution” (1962, 1968); K. Ross Toole, “Student Rebellion Leaders are a Disgrace” (1969); Jimmy Carter, “America is Facing a Crisis of Confidence” (1979); and Ronald Reagan, “The American Spirit Remains Strong” (1980).
- **Secondary Sources:** Peter C. Myers, “The Two Revolutions of Martin Luther King, Jr.” (in *History of American Political Thought*); Lucas E. Morel, “Malcolm X: From Apolitical Acolyte to Political Preacher” (in *History of American Political Thought*); Leo P. Ribuffo, “Discovery and Rediscovery of American Conservatism” [*OAH Magazine of History* 17, no. 2 (Jan. 2003): 5-10]; Dan T. Carter, “Rise of Conservatism Since World War II” [*OAH Magazine of History* 17, no. 2 (Jan. 2003): 11-16]; and Clinton Rossiter, “The Giants of American Conservatism” [*American Heritage* 6 (Oct. 1955): 56]. [CR1c]

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

Quiz | Warm-Up:

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

- Continuity and Change over Time: Students will construct a Six Degrees of Separation chart, connecting disparate events, then identify whether there is generally change or continuity over the period.
- Periodization: Students will construct a periodization chart in which they identify a beginning and ending date/event for the Counter Culture. Next, they will identify specific details that reinforce and/or contradict commonly held beliefs of the period.
- Compare and Contrast: Students will construct a Venn diagram identifying similarities and differences between the 60s, 70s, and 80s.

Discussion Questions (from and aligned with the learning objectives):

- Interpretation: Students will read a secondary article (see secondary sources from list above) and do an article review in which they identify the author’s arguments and thesis statement, connections to the textbook, and questions they would like to explore further during the class discussion.

- Students will participate in a class discussion over the textbook for each chapter. Critical thinking questions pulled from the learning objectives will be used to guide the students in this Socratic discussion. See questions below.

Chapter Twenty Five:

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

Chapter Twenty Six:

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

Additional Activities:

- Students will participate in a small group seminar over the Civil Rights Movement (critical thinking questions based on the reading will be discussed). Students will identify the main points and thesis of the authors and offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present.
- Students will participate in a small group seminar over the crisis of confidence (critical thinking questions based on the reading will be discussed). Students will identify the main points and thesis of the authors and offer critiques of the arguments and offer their own interpretation and analysis of the readings as well as others within their group, with connections to the present.
- Students will participate in a class discussion over the following question: Why did so many highly organized protest groups and movements – which some politicians deemed as radical – emerge on college campuses and urban centers in the 1960s and not earlier? Students will draw on both primary and secondary articles, as well as information from the textbook, to articulate their position with regard to the prompt. [CR8]

[CR8] — Students are provided opportunities to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred. — Contextualization (Proficiency Skill C3)

Assessment:

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

UNIT 9: America in the Twenty-First Century – Curriculum Framework Period 9 (1980 – Present) [CR2]

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

Textbook:

- *Give Me Liberty!*, Chapter 27: “Globalization and Its Discontents, 1989-2000”
- *Give Me Liberty!*, Chapter 28: “September 11 and the Next American Century”

Additional Resources:

- **Primary Sources:** None
- **Secondary Sources:** Robert D. Schulzinger, “The End of the Cold War, 1961 – 1991” [*OAH Magazine of History* 8, no. 2 (Winter 1994): 13-18]; excerpts from John Lewis Gaddis, “The Cold War was a Great Victory for the U.S.” (in *Opposing Viewpoints in American History: From Reconstruction to the Present, Volume 2*); and Wade Huntley, “The Cold War was Not a Great Victory for the U.S.” (in *Opposing Viewpoints in American History: From Reconstruction to the Present, Volume 2*). [CR1c]

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

Quiz | Warm-Up:

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

- **Periodization:** Students will construct a periodization chart in which they identify a beginning and ending date/event for the “war on terror.” Next, they will identify specific details that reinforce and/or contradict commonly held beliefs of the period.

Discussion Questions (from and aligned with the learning objectives):

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

Chapter Twenty Seven:

- What were the major international initiatives of the Clinton administration in the aftermath of the Cold War? Were these successful? Why?

- Identify the causes that drove the economic resurgence of the 1990s. Which of these was the most important? Why?
- What cultural conflicts emerged during the 1990s? Which of these was the most important? Why?
- To what extent did a divisive political partisanship affect the election of 2000?
- What were the prevailing ideas of American freedom at the end of the century?

Chapter Twenty Eight:

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

Additional Activities:

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

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

Assessment:

- Students will complete a short-answer question activity over the skill of historical interpretation. Students will read excerpts from the following historians over the rise of post-war conservatism: Michelle Nickerson, “Women, Domesticity, and Postwar Conservatism” [*OAH Magazine of History* 17, no. 2 (Jan. 2003): 17-21] and Clyde Wilcox, “Laying Up Treasures in Washington and in Heaven: The Christian Right and Evangelical Politics in the Twentieth Century and Beyond” [*OAH Magazine of History* 17, no. 2 (Jan. 2003): 23-29]. Students identify the major differences between the two interpretations, then identify specific historical evidence which supports both arguments, but not explicitly mentioned in the excerpts. **[CR6]**
- Students will complete a unit test that will be composed of traditional MC items as well as new MC items for the redesign.
- Students will also do a number of pre-writes, in which students will practice organizing an essay prompt, outlining the essay, and developing a thesis statement.

[CR6] — Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1)