

AP UNITED STATES HISTORY COURSE SYLLABUS

Curricular Requirements

- CR1 The teacher and students have access to a college-level U.S. history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.
- CR2 The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).
- CR3 The course provides opportunities to develop student understanding of the course themes.
- CR4 The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes.
- CR5 The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation.
- CR6 The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources.
- CR7 The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization.
- CR8 The course provides opportunities for students to develop Historical Thinking Skill 5: Making Connections through the application of the three historical reasoning processes (comparison, causation, continuity and change).
- CR9 The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation.

COURSE DESCRIPTION:

Advanced Placement United States History is a challenging two-semester program of study (180 days) intended to provide foundational knowledge for future college level course work in American History. The course will be divided into nine periods of study that will provide a chronological framework of American History from before the arrival of Columbus through the 20th century, including an examination of the current challenges confronting the United States in the 21st century. The Advanced Placement U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

Units covered in AP U.S. History CR2

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|--------------------|--------------|
| ● Unit 1: Period 1 | 1491-1607 |
| ● Unit 2: Period 2 | 1607-1754 |
| ● Unit 3: Period 3 | 1754-1800 |
| ● Unit 4: Period 4 | 1800-1848 |
| ● Unit 5: Period 5 | 1844-1877 |
| ● Unit 6: Period 6 | 1865-1898 |
| ● Unit 7: Period 7 | 1890-1945 |
| ● Unit 8: Period 8 | 1945-1980 |
| ● Unit 9: Period 9 | 1980-Present |
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The AP United States History course requires students to master major historical issues and developments, helping them to recognize the broad trends and processes that have emerged over centuries in what has become the United States. In order to meet this difficult goal, course content and assessments will be organized around themes of AP U.S. History, which will be imbedded in all activities in the class. These themes drive the curriculum throughout the school year:

Theme 1 American and National Identity (NAT):

Theme focuses on how and why definitions of American and national identity and values have developed among diverse and changing population of North America. Theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

Theme 2 Work, Exchange and Technology (WXT):

Theme focuses on the factors behind the development of systems of economic exchange— particularly the role of technology, economic markets, and government.

Theme 3 Geography and the Environment (GEO):

Theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.

Theme 4 Migration and Settlement (MIG):

Theme focuses on why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

Theme 5 Politics and Power (PCE):

Theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

Theme 6 America in the World (WOR):

Theme focuses on the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.

Theme 7—American and Regional Culture (ARC):

Theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

Theme 8—Social Structures (SOC):

Theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on broader society.

AP Historical Thinking Skills:

To demonstrate command of these themes, students will be required to complete analytical Multiple-Choice and short answer questions, as well as write two types of essays – Document-Based Questions (DBQs) and Long-Essay Questions. The formative and summative assessments incorporated in AP United States History will prepare students for the both parts of the AP exam. Every part of the AP United States History course assesses six broad historical thinking skills designed to help students investigate the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich variety of primary sources and secondary texts, and through the regular development of historical argumentation in writing. All students will need to master these skills to be successful in the AP U.S. History course. All assignments and assessments will focus on these skills:

Skill 1: Development and Processes—Identify and explain historical developments and processes.

1.A Identify a historical concept, development, or process.

1.B Explain a historical concept, development, or process.

Skill 2: Sourcing and Situation—Analyze sourcing and situation of primary and secondary sources.

- 2.A Identify a source's point of view, purpose, historical situation, and/or audience.
- 2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
- 2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Skill 3: Claims and Evidence in Sources—Analyze arguments in primary and secondary sources.

- 3.A Identify and describe a claim and/or argument in a text based or non-text-based source.
- 3.B Identify the evidence used in a source to support an argument.
- 3.C Compare the arguments or main ideas of two sources.
- 3.D Explain how claims or evidence support, modify, or refute a source's argument.

Skill 4: Contextualization—Analyze the context of historical events, developments, or processes.

- 4.A Identify and describe a historical context for a specific historical development or process.
- 4.B Explain how a specific historical development or process is situated within a broader historical context.

Skill 5: Making Connections—Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

- 5.A Identify patterns among or connections between historical developments and processes.
- 5.B Explain how a historical development or process relates to another historical development or process.

Skill 6: Argumentation—Develop an argument.

- 6.A Make a historically defensible claim.
- 6.B Support an argument using specific and relevant evidence.
 - Describe specific examples of historically relevant evidence.
 - Explain how specific examples of historically relevant evidence support an argument.
- 6.C Use historical reasoning to explain relationships among pieces of historical evidence.
- 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

MATERIALS:

College-level Textbook:

Stacy, Jason and Ellington, Matthew, J.. *Fabric of a Nation: A Brief History with Skills and Sources*. 1st Edition. New York: Bedford/St. Martins/BFW, 2020. **(CR1a)**

Primary Supplemental Materials: (CR1b)

- Brady, Charles "Chip". Roden, Phil. *Document Based Questions in American History*. Evanston, IL: The DBQ Project, 2008
- Brady, Charles "Chip". Roden, Phil. *Mini-Qs in American History*. Evanston, IL: The DBQ Project, 2008
- Brown, Victoria Bissell. Shannon, Timothy J. *Going to the Source: The Bedford Reader in American History, Volume I: to 1877*. Boston, MA: Bedford/St. Martin's, 3rded., 2011
- Brown, Victoria Bissell. Shannon, Timothy J. *Going to the Source: The Bedford Reader in American History, Volume II: since 1865*. Boston, MA: Bedford/St. Martin's, 3rded., 2011
- Johnson, Michael P. *Reading the American Past: Volume I: to 1877*. Boston: Bedford/St. Martin's, 2012
- Johnson, Michael P. *Reading the American Past: Volume II: to 1865*. Boston: Bedford/St. Martin's, 2012
- Marcus, Robert D., et al. *America Firsthand, Volume I: Readings from Settlement to Reconstruction*.

- Boston: Bedford/St. Martin's, 8thed., 2013
- Marcus, Robert D., et al. *America Firsthand, Volume II: Readings Reconstruction to the Present*. Boston: Bedford/St. Martin's, 9thed., 2011
- *U.S. History Unfolding, Set 1: 1600-1865*. Culver City, CA: MindSparks, 2002
- *U.S. History Unfolding, Set 2: 1865-1975*. Culver City, CA: MindSparks, 2002

Secondary Supplemental Materials: (CR1c)

- *Conflict and Consensus in American History*, edited by Allen F. Davis and Harold D. Woodman, D. C. Heath and Co., 1984.
- *Historical Viewpoints, Vol. 1 & 2*, edited by John A. Garraty, 9th ed., Longman Publishers, 2003.
- Madaras, Larry and SoRelle, James, M. *Taking Sides: Clashing Views in United States History, Volume 1: The Colonial Period to Reconstruction*, 17th Edition. McGraw-Hill, 2017.
- Madaras, Larry and SoRelle, James, M. *Taking Sides: Clashing Views in United States History, Volume 2: Reconstruction to the Present*, 17th Edition. McGraw-Hill, 2017
- Newman, John and Shmalbach, John, M. *United States History: Preparing for the Advanced Placement® Examination*. NY, NY: AMSCO School Publications, Inc. 2018.
- Zinn, Howard. *A People's History of the United States* New York, New York: Harper Collins. (2010 ed.)
- The Gilder Lehrman Institute of American History AP U.S. History Study Guide.

Assessments:

Student Practice:

Throughout each unit, **Topic Questions** will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, **Personal Progress Checks** will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

Unit Tests:

Most unit tests will include questions similar to past AP U.S. History Exams. Tests will be given approximately every three weeks and are cumulative.

Essays:

Long essay questions (LEQs) and document-based questions (DBQs). All LEQs and DBQs will be completed by participation in groups, pairs, or class discussions. In addition, DBQs and LEQs will be used for unit tests. DBQs will be used to assess students' ability to explain the author's point of view, purpose, audience, and/or historical situation.

Short-Answer Questions (SAQs):

These are warm-up questions or bell ringers for the class discussion. They will also be used as test questions with the multiple-choice unit tests.

Oral Exams: All oral exams will be based on former LEQs and will be completed in groups of 3–4 students. The LEQ test will be given after the oral exam in conjunction with the multiple-choice test if time permits.

Daily Discussions: Each day students will discuss the class with a series of Socratic questions based on lecture, readings, vocabulary, SAQs, LEQs, and DBQs. They may also come from primary documents that students read in each unit.

Weekly Quizzes: Weekly vocabulary quizzes based on the daily textbook readings.

Weekly after-school reviews of past quizzes, DBQs, LEQs, and SAQs, are one hour in length from 2:30 to 3:30. These after-school reviews may take place from November to May of each week after school. These reviews are voluntary for students.

PERIOD ACTIVITIES:

The following is a brief overview of common activities that will be used in each of the nine periods of study in the course. These activities are formative assessments meant to broaden student's content knowledge while helping them practice the four skills needed for the sophisticated historical analysis described in more detail in the Course Description provided earlier in this syllabus.

· Tag Team Teaching:

Students will be divided into small groups of no more than four at the beginning of each period. Each group will be given an essential topic from that period to teach to the class through the creation of a PowerPoint presentation. The students will consult a variety of sources and their class text to complete their presentation. The students' PowerPoint must identify continuities in that topic from previous studies, as well as the nature and causes of changes that topic underwent during the years of the period. In addition, they must also compare the interpretations of their topic as they appear in each of the texts to shed light on different points-of-view in the construction of a historical narrative. This activity will correspond to the AP U.S. History key concepts for each unit, and help students develop the historical thinking skills of comparison and contextualization as well as historical interpretation and synthesis.

· Text Timeline Review:

Students will be given the assignment to create a timeline featuring the ten most significant dates for the period. Their timelines must be illustrated and contain annotations briefly defining the event that occurred on that date, and more importantly, why that event is so significant to the history of the United States. As a review before each test, students will discuss their timelines and we as a class will try to identify a class list of the ten most important dates for that unit and rank them from 1 to 10 in order of their importance. This activity will correspond to the AP U.S. History key concepts for each unit, and help students develop the historical thinking skills of crafting historical arguments from historical evidence and chronological reasoning.

· Learning Log/Class Discussion:

Students will be required to have a journal for this course. For each period, the student will be asked to write a reflective commentary discussing how the history of that period fits into the larger narrative of United States History. These reflection prompts will be discussed in class using the Socratic Seminar format. This activity will help students develop the historical thinking skills of comparison and contextualization, as well as historical interpretation and synthesis.

· Primary Source Analysis: Throughout the course of each unit, students will be given various primary sources to read and analyze using the Soapstone method of document analysis (**Speaker, Occasion, Audience, Purpose, Subject, and Tone**). The students will provide brief written summaries of the documents they read while also analyzing the document for Point-of-View (POV). A list of acceptable

sources will be provided for each unit in the Unit Course Planner section of this syllabus. This activity will correspond to the AP U.S. History key concepts for each unit, and help students develop the historical thinking skill of crafting historical arguments from historical evidence.

- **Artifact Analysis:** Similar to primary source analysis, artifact analysis requires students to analyze images of the cultural products created by the different human societies across our six units. The artifacts selected will be up to the teacher's discretion though a list of possible artifacts to be used can be found later in the Unit Course Planner section. Students will identify the artifact (who, what, when, where, why significant) and address what the artifact indicates about politics, culture, and society in the time and place it was made. This activity will correspond to the AP World History key concepts for each unit, and help students develop the historical thinking skill of crafting historical arguments from historical evidence.]
- **Point/Counterpoint:** The students will debate at least one controversial historical topic for each unit in the point/counterpoint activity. The foundation of our class debates will be both volumes of the book *Taking Sides: Clashing Views on Controversial Issues in United States History*. This book examines issues that allow students to evaluate diverse historical interpretations by introducing students to controversies in United States History. The debate style reader contains readings representing the arguments of leading historians and commentators on American History and reflects a variety of viewpoints presented in pro/con format. Debate topics may also be selected from the "Varying Viewpoints" sections in our textbook *The American Pageant*. The students will be assigned a position and be expected to prepare for the debate by identifying three reasons that support their side and textual evidence to support those three reasons. This activity will correspond to the AP U.S. History key concepts for each unit, and help students develop the historical thinking skill of crafting historical arguments from historical evidence.
- **Historical Causation Charts and Discussion:** For each period of the course, the students will examine the causes and effects of a major event that occurred during the time period that had a significant influence on the course of U.S. History. First, the students in small groups will fill out a graphic organizer identifying the causes and effects of that particular event. Afterward, the students will take part in whole class discussion where they analyze the long-term significance of that event on U.S. History, usually in comparison to a similar contemporary event or problem faced by the United States today.
- **Written Assignments:** Each period includes writing assignments designed to develop the skills necessary for creating well-evidenced essays on historical topics highlighting clarity and precision.
 - Document Based Question (DBQ): Students analyze evidence from a variety of sources in order to develop a coherent written argument that has a thesis supported by relevant historical evidence. Students will apply multiple historical thinking skills as they examine a particular historical problem or question.
 - Free-Response Questions (FRQ): Students will be given a choice of free-response questions on specific historical topics from each period of the course. Students will respond to these questions in long-essay format that provides an analytical and comprehensive thesis that is supported with clear subtopics and specific historical evidence.
 - Change and Continuity Over Time (CCOT): Students identify and analyze patterns of continuity and change over time and across geographic regions. They will also connect these historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.
 - Comparative Essay (C&C): Students compare historical developments across or within societies in various chronological and/or geographical contexts. Students will also synthesize information by connecting insights from one historical context to another, including the present.

PERIOD COURSE PLANNER

Period 1: 1491-1607 (CR2)

Main Focus: Europeans Make Claims in the Americas

Text Reading: Fabric of a Nation Chapter 1
Modules 1-4

Thematic Focus	Topic	Reasoning Process	Skills
	1.1 Contextualizing Period 1	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.
GEO	1.2 Native American Societies Before European Contact	Comparison	1.A Identify a historical concept, development, or process.
WOR	1.3 European Exploration in the Americas	Causation	1.A Identify a historical concept, development, or process.
GEO	1.4 Columbian Exchange, Spanish Exploration, and Conquest	Causation	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source
SOC	1.5 Labor, Slavery, and Caste in the Spanish Colonial System	Causation	5.A Identify patterns among or connections between historical developments and processes.
WOR	1.6 Cultural Interactions Between Europeans, Native Americans, and Africans	Comparison	3.B Identify the evidence used in a source to support an argument.
	1.7 Causation in Period 1	Causation	6.A Make a historically defensible claim

Key Concepts & Learning Objectives:

- Explain the context for European encounters in the Americas from 1491 to 1607.
- Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.
- Explain the causes of exploration and conquest of the New World by various European nations.
- Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
- Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.
- Explain how and why European and Native American perspectives of others developed and changed in the period.
- Explain the effects of the development of transatlantic voyages from 1491 to 1607.
- **1.1:** Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. I. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.
- **1.2:** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across Atlantic.
 - I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.
 - II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.
- **1.3:** Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples. II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs.

Period 1 - Major Formative Assessments:

- **1.2 Shared Inquiry Provide:** students with a selection of primary and secondary sources that highlight various aspects of Native American societies before European contact. In groups, ask students to formulate responses to Unit 1: Learning Objective B, explain how and why various native populations in the period before European contact interacted with the natural environment in North America, and present their ideas to the class. Then lead a whole-group discussion to develop understanding of the complexity of the societies that were in place prior to European contact.
- **1.4 Guided Discussion:** Ask students to brainstorm the causes of the Columbian Exchange and its effect on Europe and the Americas in the time period after 1492. Through small- and whole-group discussion, ask students to identify the positive and negative effects of the Columbian Exchange.
- **1.6 Quick write:** As preparation for the free-response questions on the AP Exam, have students write claims in response to Unit 1: Learning Objective F, explain how and why European and Native American perspectives of others developed and changed in the period. Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class
- **Map Activities:** Students will create a world map identifying the location of the European countries and the settlement of the New World, analyze the affect the Columbian Exchange had on the economies and societies of both the Old and New World. (WXT-1) **(CR4)**
- **Tag Team Teaching:** Students will practice presentation skills by preparing a brief oral analysis of the Columbian Exchange on the New World.
- **Text Timeline Review:** Identification of important events and people on a chronological flow chart.
- **Learning Log /Class Discussion Questions:** Write a journal entry regarding the affects that European settlements had on the indigenous people of the New World.
- **Primary Source Analysis:** Possible Primary sources include Map of Columbian Exchange, Treaty of Tordesillas, Letters of Hernan Cortes and Francisco Pizarro
- **Artifact Analysis:** Possible artifacts include any form of artistic expression (literature, architecture, and/or sculpture) from the period.
- **Point/Counterpoint:** Possible topics include...Did the Columbian Exchange have a positive or negative effect on the peoples of the New World?
- **Historical Causation Chart/Discussion:** The causes and effects of Portuguese and Spanish settlement of the New World.
- **Written Assignments:** Teach students historical essay writing skills such as essay format and how to construct a thesis, develop subtopics, and support those subtopics with factual evidence. Students will engage in a lesson that will help them understand how to write a comparative essay
- Watch Unit 1/Period 1 video from Gilder Lehrman website for AP U.S. History.
Have students watch AP U.S. History Study Guide Introduction and Period 1 videos: 1491—1607. This Gilder Lehrman website will give students videos, timelines, and primary sources. Students will take notes and discuss the topics presented during the video. Students will work in groups of 3–4 students to choose one primary document from the Gilder Lehrman Study Guide and create a gallery walk for presentation of each document chosen by student groups. Illustrations, written documents, and maps would be acceptable for discussion and gallery walk. (Skill 4) Some possible examples of primary documents and essays from ap.gilderlehrman.org (Period 1):
 - Landing of Columbus, 1492
 - The Doctrine of Discovery, 1493 **CR1**
 - Columbus reports on his first voyage, 1493
 - Spain authorizes Coronado's conquest in the Southwest, 1540

- Bartolome de Las Casas debates the subjugation of the Indians, 1550
- Secotan, an Algonquian village, c. 1585
- The Spanish Armada, 1588
- Map of the New World, with European settlements and American Indian tribes, 1730 **CR1**
- The Middle Passage, 1749
- Indian Slavery in the America
- **Students will read and discuss the primary document: De Indis, Francisco de Vitoria, 1532. Questions are from teachingamericanhistory.org.**
- Sample questions for class to discuss in a Socratic seminar:
- How does Francisco de Vitoria characterize the cultural interactions between Europeans and Native Americans? Identify the evidence the author used in the source to support his argument. (Skill 3)
- **Students will read the article, “1491” by Charles C. Mann, March 2002 issue.** Students will read Mann and write five questions to discuss in the class the following day. Students will then complete a think-pair-share. This will allow small groups to discuss their questions and answers in class. (Skill 1) **CR1**
- **(WOR) Group Discussion.** “Discuss the motives for European exploration in the Americas.” (Skill 1) **CR3 CR4**

Period 1 - Major Summative Assessments:

- Evaluation on the analysis of the documents provided concerning the period. After completion of Period 2, an exam will follow that includes both periods.
- Complete Personal Progress Check MCQ for Unit 1.
- Complete Personal Progress Check FRQ A for Unit 1. Complete Personal Progress Check FRQ B for Unit 1.
- Take Unit 1 Test.

Period 2: 1607-1754 (CR2)

Main Focus: Colonial America amid Global Change

Text Reading: Fabric of a Nation Chapter 2

Modules 1-9

Thematic Focus	Topic	Reasoning Process	Skills
	2.1 Contextualizing Period 2	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.
MIG	2.2 European Colonization	Comparison	1.B Explain a historical concept, development, or process.
GEO	2.3 The Regions of British Colonies	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source
WXT	2.4 Transatlantic Trade	Causation	5.A Identify patterns among or connections between historical developments and processes.
WOR	2.5 Interactions between American Indians and Europeans	Comparison	2.A Identify a source’s point of view, purpose, historical situation, and/or audience.

WXT, SOC	2.6 Slavery in the British Colonies	Causation	5.A Identify patterns among or connections between historical developments and processes.
ARC, NAT	2.7 Colonial Society and Culture	Comparison	1.A Identify a historical concept, development, or process.
	2.8 Comparison in Period 2	Comparison	6.B Support an argument using specific and relevant evidence. § Describe specific examples of historically relevant evidence. § Explain how specific examples of historically relevant evidence support an argument.

Key Concepts & Learning Objectives:

- Explain the context for the colonization from 1607 to 1754.
- Explain how and why various European colonies developed and expanded from 1607 to 1754.
- Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.
- Explain the causes and effects of transatlantic trade over time.
- Explain how and why interactions between various European nations and American Indians changed over time.
- Explain the causes and effects of slavery in the various British colonial regions. ③ Explain how enslaved peoples responded to slavery.
- Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.
- Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.
- Compare the effects of the development of colonial society in the various regions of North America.
- **2.1:** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.
 - Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization.
 - The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World.
 - Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.
- **2.2:** European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.
 - Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians.
 - Clashes between European and American Indian social and economic values caused changes in both cultures.
- **2.3:** The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.
 - “Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems.

- ii. Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy

Period 2 - Major Formative Assessments:

- **2.2 Graphic Organizer:** Ask students to design a graphic organizer, such as a brain web or a comparison table, to gather information about the causes for exploration and the effects of conquest by the Dutch, English, French, and Spanish in North America. Then, in a whole-group discussion, ask students to identify similarities and differences among the European nations and draw conclusions about exploration and colonization.
- **2.4 Create Representations:** Give students a blank world map and several data sets, such as raw materials, manufactured goods, and enslaved peoples, and have them create a map that identifies the lanes of transatlantic trade, the exchanges, and the size and scope of the British Empire. Ask them to identify trends and patterns and draw conclusions about the Atlantic world.
- **2.5 Jigsaw:** This strategy can be used to facilitate understanding of the various causes and effects of slavery in the British colonial regions. Assign students to an "expert" group on a colonial region and have them use their textbooks and primary sources to build a picture of slavery there. Then, arrange students into groups where all region "experts" share their information with other students. As a whole group, debrief similarities and differences among the regions with regard to slavery.
- Students will analyze using HIPPO
- **H**—Historical Context **I**—Intended Audience **P**—Point of View **P**—Purpose **O**—Outside Information
- Students may read and analyze primary documents in small groups. "Sinners in the Hands of an Angry God," by Jonathan Edwards (1741). The analysis will be shared with other groups who have also completed other documents about "Bacon's Manifesto," and the "Maryland Toleration Act" of 1649. All students will take one document to analyze in share in small groups. **(Skill 1)**
- (ARC) In-class debate. From Taking Sides, pages 75–90, "Was there a Great Awakening in Mid-18th century America?" Jon Butler (Yes), T.H. Breen (No). Students will be given a side to take and debates will be covered on both sides. **(Skill 1) CR1 CR3**
- (WXT) Group LEQ. "Analyze the impact of the Atlantic trade routes established in the mid-1600s on economic development in the British North American colonies between 1580 and 1754." **(Skill 5) CR3**
- Map Activities: Map Activities identifying the location of English colonization in the New World and how the settlements differed based on geography.
- Tag Team Teaching: Students will prepare a PowerPoint presentation on an assigned English colony.
- Text Timeline Review: Students will compose an essay analyzing the changing role of religion between the 17th and mid-18th century.
- Students should consider the impact of the Enlightenment and the First Great Awakening on the period. **(CR9)**
- Learning Log /Class Discussion Questions: Write a journal entry regarding the affects that English settlements had on the indigenous people of the New World. Students should write a journal entry from the perspective of a New World Settler and a Native American. (PEO-7) **(CR4)**
- Primary Source Analysis: Jamestown Charter, Act of Toleration, Barbados Slave Code, Iroquois Confederacy, Mayflower Compact, Fundamental Order of Connecticut, the Navigation Laws, slave codes, Salem witch trials, Poor Richards Almanac
- Artifact Analysis: Possible artifacts include any form of artistic expression (literature, architecture, and/or sculpture) from the period.
- Point/Counterpoint: Possible topics include...*American Pageant* - Varying Viewpoints: "Europeanizing America or Americanizing Europe?" and "Colonial America: Communities of Conflict or Consensus?"
- Historical Causation Chart/Discussion: The causes and effects of English Colonization of the New World.

- **Written Assignments:** Teach students historical essay writing skills such as essay format and how to construct a thesis, develop subtopics, and support those subtopics with factual evidence. Students will engage in a lesson that will help them understand how to write a Document Based Question (DBQ). Possible DBQs can be found in the *American Pageant* – DBQ 1: “The Transformation of Colonial Virginia, 1606-1700” and DBQ 2: “English-Indian Relations, 1600-1700.”
- (MIG) Watch the Gilder Lehrman video for Period 2 (1607–1754).
After the video, students will take notes and discuss why and how Europeans and Indigenous peoples moved, maneuvered, and fought for dominance, control, and security in North America (ap.gilderlehrman.org). **(CR3)**
Some examples of primary documents and essays for students to read and discuss in this unit/period:
 - The Puritans and Dissent: The Cases of Roger Williams and Anne Hutchinson
 - The Origins of Slavery
 - A Jamestown settler describes life in Virginia, 1622
 - John Winthrop describes life in Boston, 1634
 - Slave revolt in the West Indies, 1733
 - Arguments for educating women, 1735
 - A report from Spanish California, 1776
 - The New York Conspiracy of 1741

Period 2 - Major Summative Assessments:

- Evaluation on the analysis of the documents provided concerning the period. After completion of Periods 1 & 2, an exam will follow that includes both periods. Formal assessment of DBQs 1 & 2.
- Complete Personal Progress Check MCQ for Unit 2.
- Complete Personal Progress Check FRQ A for Unit 2.
- Complete Personal Progress Check FRQ B for Unit 2.
- Take Unit 2 Test.

Period 3: 1754-1800 (CR2)

Main Focus: A Revolutionary Era

Text Reading: Fabric of a Nation Chapter 3
Modules 1-9

Thematic Focus	Topic	Reasoning Process	Skills
	3.1 Contextualizing Period 3	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.
WOR	3.2 The Seven Years’ War (The French and Indian War)	Causation	1.B Explain a historical concept, development, or process.
WOR	3.3 Taxation Without Representation	Causation	2.A Identify and describe a claim and/or argument in a text-based or non-text-based source
NAT	3.4 Philosophical Foundations of the American Revolution	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
WOR	3.5 The American Revolution	Causation	6.B Support an argument using specific and relevant evidence. § Describe specific examples of historically relevant evidence.

			§ Explain how specific examples of historically relevant evidence support an argument.
SOC,WOR	3.6 The Influence of Revolutionary Ideals	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.
PCE	3.7 The Articles of Confederation	Causation	3.B Identify the evidence used in a source to support an argument.
PCE	3.8 The Constitutional Convention and Debates over Ratification	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.
PCE	3.9 The Constitution	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.
WOR, PCE	3.10 Shaping a New Republic	Causation	2.A Identify a source's point of view, purpose, historical situation, and/or audience.
ARC	3.11 Developing an American Identity	Continuity and Change	1.B Explain a historical concept, development, or process.
MIG, SOC	3.12 Movement in the Early Republic	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.
	3.13 Continuity and Change in Period 3	Continuity and Change	6.B Support an argument using specific and relevant evidence. § Describe specific examples of historically relevant evidence. § Explain how specific examples of historically relevant evidence support an argument.

Key Concepts & Learning Objectives:

- Explain the context in which American gained independence and developed a sense of national identity.
- Explain the causes and effects of the Seven Years' War (the French and Indian War)
- Explain how British colonial policies regarding North America led to the Revolutionary War.
- Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.
- Explain how various factors contributed to the American victory in the Revolution.
- Explain the various ways the American Revolution affected society.
- Describe the global impact of the American Revolution.
- Explain how different forms of government developed and changed as a result of the Revolutionary Period.
- Explain the differing ideological positions on the structure and function of the federal government.
- Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.
- Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.
- Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.
- Explain the continuities and changes in American culture from 1754 to 1800.
- Explain how and why migration and immigration to and within North America caused competition and conflict over time.
- Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.

- Explain how the American independence movement affected society from 1754 to 1800.
- **3.1:** Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances, with Europeans, other tribes, and the new United States government. During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence.
- **3.2:** In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic world.
 - i. During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures.
 - ii. After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new constitution based on the principles of federalism and separation of powers, crafted a Bill of rights, and continued their debates about the proper balance between liberty and order.
 - iii. While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world.
- **3.3:** Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions

Period 3 - Major Formative Assessments:

- **3.3 Match Claims and Evidence:** This time period is rife with opportunities for students to consider the British and colonial perspectives on events and ideas. Ask small groups of students to write claims and supporting evidence statements on two separate notecards based on the prompt: How did British colonial policies regarding North America lead to the Revolutionary War? Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.
- **3.4 Fishbowl:** Have students discuss the arguments presented in American Revolution-era documents, such as Thomas Paine's Common Sense or the Declaration of Independence, and how colonists responded to British actions and policies leading up to the American Revolution.
- **3.8 Close Reading:** When students are reading foundational documents, such as the Constitution and the Federalist Papers, have them highlight relevant words and passages that support the author's claim. Ask students to connect ideas outlined in the documents to colonial experiences with British Government in the revolutionary period.
- **3.10 Critique Reasoning:** This topic lends itself to reading primary source documents. Have students identify and critique Washington's main points in his 1796 Farewell Address. Then ask students to examine Washington's perspective, the historical situation, and the evidence and reasoning he uses to support his position.

(PCE) (NAT) Document analysis. Students will read Common Sense by Thomas Paine, the Declaration of Independence, and the U.S. Constitution. All students will apply HIPPO to analyze the document and share their analysis in small groups. Students will then compare the arguments made by Paine to the Declaration of Independence. **(Skill 2) CR3 CR5**

Timeline review. Students may create a timeline of the events that took place in Unit 3 and use illustrations and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. **(Skill 1)**

(WOR) In-class essay writing in pairs of two. In what ways did the French and Indian War (1754–1763) provide a context for understanding the political, economic, and ideological relations between Britain and its American colonies. Use the documents and your knowledge for the period 1740–1766 in constructing your response (adaption of 2004, DBQ, College Board). **(Skill 4)**

Map Activities: Map Activities assessing the significance of how geography played a role in the causes of the French and Indian War. What role did geography play in unifying the colonies during the American Revolution.?

Tag Team Teaching: Students will be assigned an act of Parliament in order to summarize its significance as a cause of the American Revolution.

Text Timeline Review: Identification of important events and people on a chronological flow chart.

Learning Log /Class Discussion Questions: Write a journal entry in the persona of George Washington during his days as Commander of the Continental Army. Discuss the challenges faced by the Founding Fathers in creating the Constitution of the United States.

Primary Source Analysis: The Proclamation of 1763, Stamp Act, the Writings of Edmund Burke, the Townshend Acts, First Continental Congress, the Olive Branch Petition, *Common Sense*, *Declaration of Independence*, the Treaty of Fort Stanwix, Treaty of Paris, Articles of Confederation, Land Ordinances of 1785/1787, the U.S. Constitution, *Federalists Papers*, Bill of Rights, Hamilton's Funding and Assumption Bill, Jay's Treaty, Washington's Farewell Address, Alien and Sedition Acts, Virginia and Kentucky resolutions.

- Students will use Document Analysis to compare two accounts of the Boston Massacre. Students will be given the account of British officer Capt. Thomas Preston and the engraving of the Boston Massacre by Paul Revere. Students will compare the accounts of both recording similarities and differences. Students should then determine the accuracy and the validity of each. **(CR13a)**

"Germ Warfare on the Colonial Frontier" from *Going to the Source, Vol. 1* **(CR1b)**

Artifact Analysis: Possible artifacts include any form of artistic expression (literature, architecture, and/or sculpture) from the period.

Point/Counterpoint: Students will read excerpts from John P. Roche's article "The Founding Fathers: A Reform Caucus in Action" and Howard Zinn's *A People's History of the United States* to conduct a class debate on the question, "Were the Founding Fathers Democratic Reformers?" **(WOR-5) (CR4) (CR6)**

Historical Causation Chart/Discussion: The causes and effects of the acts of Parliament on the start of the American Revolution.

Students will create a graphic organizer analyzing the weaknesses of the Articles of Confederation and how these weaknesses were corrected in the U.S. Constitution. **(CR8)**

Written Assignments: Teach students historical essay writing skills such as essay format and how to construct a thesis, develop subtopics, and support those subtopics with factual evidence. Students will engage in a lesson that will help them understand how to write a Document Based Question (DBQ).

Possible DBQs can be found in the *Fabric of a Nation* – DBQ 3: "The American Revolution, 1750-1776."

Period 3 - Major Summative Assessments:

- Evaluation on the analysis of the documents provided concerning the period. Formal individual assessments of chapters 6-10. Formal essay on the impact made by the Constitution on the peoples of the United States.
- Complete Personal Progress Check MCQ for Unit 3.
- Complete Personal Progress Check FRQ A for Unit 3.

- Complete Personal Progress Check FRQ B for Unit 3.
- Take Unit 3 Test.

Period 4: 1800 - 1848 (CR2)

Main Focus: Democracy, Industrialization, and Reform

Text Reading: Fabric of a Nation Chapter 4

Modules 1-8

Thematic Focus	Topic	Reasoning Process	Skills
	4.1 Contextualizing Period 4	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.
PCE	4.2 The Rise of Political Parties and the Era of Jefferson	Causation	2.A Identify and describe a claim and/or argument in a text-based or non-text-based source
PCE	4.3 Politics and Regional Interests	Comparison	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
WOR	4.4 Philosophical Foundations of the American Revolution	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
WXT	4.5 Market Revolution: Industrialization	Causation	6.B Support an argument using specific and relevant evidence. § Describe specific examples of historically relevant evidence. § Explain how specific examples of historically relevant evidence support an argument.
SOC	4.6 Market Revolution: Society and Culture	Comparison	5.B Explain how a historical development or process relates to another historical development or process.
PCE	4.7 Expanding Democracy	Causation	1.B Explain a historical concept, development, or process.
PCE	4.8 Jackson and Federal Power	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.
ARC	4.9 The Development of an American Culture	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.
ARC	4.10 The Second Great Awakening	Causation	5.B Explain how a historical development or process relates to another historical development or process.
ARC	4.11 An Age of Reform	Comparison	3.B Identify the evidence used in a source to support an argument.

SOC	4.12 African Americans in the Early Republic	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.
GEO	4.13 The Society of the South in the Early Republic	Causation	1.B Explain a historical concept, development, or process.
	4.14 Causation in Period 4	Causation	6.C Use historical reasoning to explain relationships among pieces of historical evidence.

Key Concepts & Learning Objectives:

- Explain the context in which the republic developed from 1800 to 1848.
- Explain the causes and effects of policy debates in the early republic.
- Explain how different regional interests affected debates about the role of the federal government in the early republic.
- Explain how and why American foreign policy developed and expanded over time.
- Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.
- Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.
- Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.
- Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.
- Explain how and why a new national culture developed from 1800 to 1848.
- Explain the causes of the Second Great Awakening.
- Explain how and why various reform movements developed and expanded from 1800 to 1848.
- Explain the continuities and changes in the experience of African Americans from 1800 to 1848.
- Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.
- Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.
- **4.1:** The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.
 - i. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.
 - ii. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.
 - iii. While Americans celebrated their nation's progress toward a unified new national culture blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own.
- **4.2:** Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

- i. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.
 - ii. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy.
 - iii. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.
- **4.3:** U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.
 - i. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade.
 - ii. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers.
 - iii. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise.

Period 4 - Major Formative Assessments:

- **4.2 Debriefing:** This topic contains several complex economic, political, and foreign policy issues—such as the tariff, interpretation of the Constitution, and the purchase of foreign land—that teachers can lead students through a debrief on to ensure understanding of these issues, individually and collectively, in relation to the time period.
- **4.5 Self/Peer Revision:** Students have been practicing writing a historically defensible claim and supporting their argument using specific and relevant evidence. This topic's learning objective—Unit 4: Learning Objective E: Explain the causes and effects of the innovations in technology, agriculture, and commerce over time—can serve as a prompt for students to write thesis statements and outline evidence to be used in support of the claim. Then ask students to select a partner, review the claims and evidence, and provide feedback.
- **4.8 Questioning the Text:** Assign students to read and analyze Andrew Jackson's first inaugural address and write down any clarification and discussion questions that come to mind while reading the text. Ask students to focus on the main points that Jackson hoped to address in his presidency as outlined in the inaugural address. Form groups around similar questions and ask students to research answers from a source, such as the textbook. Have groups present their findings and lead a discussion about the purpose of inaugural addresses as well as the successes and failures of the Jackson administration.
- **4.9-4.11 Socratic Seminar:** This activity combines Topics 4.9–4.11. Use the question What were the key ingredients in the creation of an American culture? to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.
- **(NAT) Gilder Lehrman video on Period 4.** This video analyzes how “the New Republic struggled to define and extend democratic ideals in the face of rapid economic, territorial and democratic changes.” The sample of documents on the website are the following, which each student may read. Students may work in small groups or pairs and complete an oral presentation using large white paper or Prezi/PowerPoint presentation. Students may also go to Gilder Lehrman website to choose another primary document of their choice. This list is only a small example of what is available from the website. **(Skill 1) CR3**
 - The horrors of slavery, 1805
 - A map of Louisiana territory, 1806
 - Thomas Jefferson's opposition to the Federalists, 1810
 - Jefferson on British aggression, 1815
 - A Founding Father on the Missouri Compromise, 1819
 - A Northerner's view of Southern slavery, 1821
 - The Monroe Doctrine, 1823
 - American Colonization Society membership certificate, 1833

- Andrew Jackson to the Cherokee Tribe, 1835
- Lowell Mill Girls and the factory system, 1840
- Lydia Maria Child on women's rights, 1843
- **(PCE) In-class DBQ activity.** Each student will read and discuss in small groups the DBQ the "Era of Good Feelings." Students will analyze the following documents from this DBQ: John Randolph to Congress, 1816, John C. Calhoun, Congress 1817, Illustration of the Furth of July, 1819, Decision in *McCulloch v. Maryland*, 1819, Map of Density of population, 1820, Letter from Thomas Jefferson to John Randolph, 1820, letter from Anna Johnson to cousin, 1822, excerpt of diary from John Q. Adams, 1823. Students will then diagram a response to the following topic: Historians have traditionally labeled the period after the War of 1812 the "Era of Good Feelings." Evaluate the accuracy of this label, considering the emergence of nationalism and sectionalism. **(Skill 6)**
- **Map Activities:** Map Activities analyzing the impact of the Louisiana Purchase on the growth of the United States. How the Missouri compromise attempted to find a solution to slavery question in the 1820s? How did Andrew Jackson's Indian policy affect the migration of Native Americans?
- **Tag Team Teaching:** Students will be assigned a reform movement and an individual of the 1830's to develop a modern day business proposal to analyze the contributions and significant changes these individuals made to the period. Students will role play the reformers of the period in the areas of the women's movement, temperance, education, abolitionists, hospital, and religion. People to consider for role playing are Lucretia Mott, Elizabeth Cady Stanton, Neal Dow, Horace Mann, Harriet Tubman, William Lloyd Garrison, Frederick Douglass, Dorothea Dix. **(CR3)**
- **Text Timeline Review:** Identification of important events and people on a chronological flow chart.
- **Learning Log /Class Discussion Questions:** Write a journal entry as a Native American on the Trail of Tears.
 - Lead a class discussion on the growing role of the American President as a leader in U.S. politics. Trace the changes made in the office of president from the Washington to Jackson Administrations. These changes can be recorded on a graphic organizer or timeline. **(CR10)**
- **Primary Source Analysis:** *Marbury v. Madison*, Louisiana Purchase, Tecumseh, Hartford Convention, Missouri Compromise, Monroe Doctrine, Tariff of Abominations, Indian Removal Act, Trail of Tears, cotton gin, cult of domesticity, Abigail Adams, Second Grade Awakening, Mormons, American Temperance Society, Seneca Falls Convention, Transcendentalism, Amistad, "The Liberator", Gag Rule
- **Artifact Analysis:** Possible artifacts include any form of artistic expression (literature, architecture, and/or sculpture) from the period.
- **Point/Counterpoint:** Possible topics include... - Varying Viewpoints: "What was Jacksonian Democracy?", "Reform, Who, What, How, and Why?", "What Was the True Nature of Slavery?" *Taking Sides* – "Did Andrew Jackson's Removal Policy Benefit Native Americans?", "Did the
- Industrial Revolution Provide More Economic Opportunities for Women in the 1830s?", "Was Antebellum Temperance Reform Motivated Primarily by Religious Moralism?"
- **Historical Causation Chart/Discussion:** Examine how the policies of Jefferson and Jackson affected the power of the Presidency. Analyze how the Monroe Doctrine would change American foreign policy. Assess how the slave issue began to cause division between the North and the South.
- **Written Assignments:** Teach students historical essay writing skills such as essay format and how to construct a thesis, develop subtopics, and support those subtopics with factual evidence. Students will engage in a lesson that will help them understand how to write a Document Based Question (DBQ). Possible DBQs– DBQ 4: "Thomas Jefferson and Philosophical Consistency." DBQ5: "The Changing Place of Woman". **(WOR-5) (CR4)**

Period 4 - Major Summative Assessments:

- Evaluation on the analysis of the documents provided concerning the period. Formal individual assessments of chapters 11-16.
- Complete Personal Progress Check MCQ for Unit 4.
- Complete Personal Progress Check FRQ A for Unit 4.
- Complete Personal Progress Check FRQ B for Unit 4.
- Take Unit 4 Test.

Period 5: 1844 - 1877 (CR2)

Main Focus: Expansion, Division, and Civil War

Text Reading: Fabric of a Nation Chapter 5
Modules 1-8

Thematic Focus	Topic	Reasoning Process	Skills
	5.1 Contextualizing Period 4	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.
GEO	5.2 Manifest Destiny	Causation	1.B Explain a historical concept, development, or process.
WOR	5.3 The Mexican-American War	Causation	3.C Compare the arguments or main ideas of two sources.
NAT	5.4 The Compromise of 1850	Comparison	4.B Explain how a specific historical development or process is situated within a broader historical context.
ARC, SOC	5.5 Sectional Conflict: Regional Differences	Comparison	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
PCE	5.6 Failure of Compromise	Causation	5.B Explain how a historical development or process relates to another historical development or process.
PCE	5.7 Election of 1860 and Secession	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.
WOR	5.8 Military Conflict in the Civil War	Comparison	5.A Identify patterns among or connections between historical developments and processes.
NAT	5.9 Government Policies during the Civil War	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
PCE	5.10 Reconstruction	Causation	3.D Explain how claims or evidence support, modify, or refute a source's argument.
NAT	5.11 Failure of Reconstruction	Continuity and Change	3.C Compare the arguments or main ideas of two sources.

	5.12 Comparison in Period 5	Comparison	6.C Use historical reasoning to explain relationships among pieces of historical evidence.
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Key Concepts & Learning Objectives:

- Explain the context in which sectional conflict emerged from 1844 to 1877.
- Explain the causes and effects of westward expansion from 1844 to 1877.
- Explain the causes and effects of the Mexican–American War.
- Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.
- Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.
- Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.
- Explain the political causes of the Civil War.
- Describe the effects of Lincoln’s election.
- Explain the various factors that contributed to the Union victory in the Civil War.
- Explain how Lincoln’s leadership during the Civil War impacted American ideals over the course of the war.
- Explain the effects of government policy during Reconstruction on society from 1865 to 1877.
- Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.
- Compare the relative significance of the effects of the Civil War on American values.
- **5.1:** The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.
 - i. The enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts.
 - ii. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants.
- **5.2:** Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
 - i. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism.
 - ii. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states.
- **5.3:** The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unsolved many questions about the power of the federal government and citizenship rights.
 - i. The North’s greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War.
 - ii. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns.
 - iii. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

Period 5 - Major Formative Assessments:

- **5.2 Making Connections:** Write terms or concepts related to this topic's thematic focus, GEO, on index cards, place them in a box, and have students pick a card at random. Give students a few minutes to gather and recall information about the term or concept and then pair students and ask them to find the connection between their terms or concepts. Finally, ask the pairs to write a brief explanation of how the terms or concepts are related.
- **5.7 Debate:** This topic takes students chronologically up to the breakdown of the Union in 1860–1861. Thinking back over the previous units and topics in this unit, have students debate at what point in time, or by which event, was the Civil War inevitable. Ask students to use evidence and reasoning to support their claims.
- **5.8 Discussion Groups:** Assign students to groups to discuss the learning objective for this topic, Explain the various factors that contributed to the Union victory in the Civil War, with the view to help them gain new understanding by hearing the views of their classmates. After discussion, ask groups to present their conclusions on the factors and whether or not their groups reached a consensus.
- **5.10, 5.11 Look for a Pattern:** Assign students to groups to discuss the learning objective for this topic, Explain the various factors that contributed to the Union victory in the Civil War, with the view to help them gain new understanding by hearing the views of their classmates. After discussion, ask groups to present their conclusions on the factors and whether or not their groups reached a consensus.
- **Timeline review.** Students will create a timeline of the events that led to the Civil War and use captioned photographs, illustrations, and political cartoons to explain the major continuities and changes of government policy of the period. Students will work in small groups to create the timeline for this time period. **(Skill 5: Continuity and Change) CR8**
- **(ARC) In-class DBQ activity/homework.** Analyze DBQ on the Civil War. This has several primary documents to which students may apply the HIPPO worksheet with a partner or small group. The DBQ students may answer is: "In what ways did African Americans shape the course and consequences of the Civil War? Confine your answer to the years from 1861 to 1870." The primary documents are Major General Benjamin Butler, report to the Secretary of War, 1861; Resolution of African Americans in Newtown, NY, 1862; Abraham Lincoln, published letter, 1863; Republican Party platform, 1864; Charlotte Forten, African American teacher in the South Carolina Sea Islands, 1864; Article in The New York Times, 1864; Illustration by Thomas Nast, Harper's Weekly, "And Not This Man?" 1865; Proceedings of the Convention of the Colored People of Virginia, 1865; Affidavit of Rebecca Parsons, former enslaved person, 1867; and a Map of African American and White Participation in Constitutional Conventions, 1867 to 1868. Students may write their essay in a pair or for homework. **(Skill 6)**
- **In-class debates from *Taking Sides*.** There are two debate topics for this unit—students may participate in groups, pairs or the entire class, depending on class size. **(Skill 3) CR6 Debate topics:**
- Students may conduct their own research and/or use reading material and essays provided by *Taking Sides*.
 - "Was the Mexican War an Exercise in American Imperialism?" (pages 213–228)
 - YES: Ramón Eduardo Ruiz, from "Manifest Destiny and the Mexican War," Dorsey Press (1988)
 - NO: Norman A. Graebner, from "The Mexican War: A Study in Causation," Pacific Historical Review (1980)
 - "Did Reconstruction Fail as a Result of Racism?" (pages 288–300)
 - YES: Lisa J. McLeod, from "Transubstantiation of Andrew Johnson: White Epistemic Failure in Du Bois' Black Reconstruction," Phylon (2014)
 - NO: Adam Fairclough, from "Was the Grant of Black Suffrage a Political Error? Reconsidering the Views of John W. Burgess, William A. Dunning, and Eric Foner on Congressional Reconstruction," Journal of the Historical Society (2012)
- **Map Activities:** Map Activities assessing the significance of how territorial expansion led to problems between the North and the South over the issue of slavery. Trace the Northern strategy of the

Anaconda Plan for winning the Civil War. Trace how the program of Reconstruction was implemented during the period.

- Tag Team Teaching: Students will debate the different policies of reconstruction.
 - Working in groups, students will be assigned an event during the Antebellum Period in order to analyze its effects on the relations between the North and the South. Students will create a class presentation for the class. **(WXT-4) (CR4)**
- Text Timeline Review: Identification of important events and people on a chronological flow chart.
- Learning Log /Class Discussion Questions: Write a journal entry in the persona of an African American in the Northern Army during the Civil War.
- Primary Source Analysis: Manifest Destiny, Treaty of Guadalupe Hidalgo, Compromise of 1850, Fugitive Slave Law, Ostend Manifesto, Kansas Nebraska Act, *Uncle Tom's Cabin*, *The Impending Crisis in the South*, *Dred Scott v. Sanford*, Lincoln-Douglas Debates.
- Artifact Analysis: Possible artifacts include any form of artistic expression (literature, architecture, and/or sculpture) from the period.
- Visual Portfolio titled "Slavery and Freedom from *America Firsthand*. **(CR1b)**
- Point/Counterpoint: Possible topics include...American Pageant - Varying Viewpoints: "The Civil War: Repressible or Irrepressible?", "What Were the Consequences of the Civil War?", "How Radical Was Reconstruction?", Taking Sides – "Was the Mexican War an Exercise in American Imperialism?", "Was John Brown an Irrational Terrorist?", "Was Slavery the Key Issue in the Sectional Conflict Leading to the Civil War?", "Are Historians Wrong to Consider the War Between the States a Total War?", "Was Abraham Lincoln America's Greatest President?", "Did Reconstruction Fail as a Result of Racism?"
- Historical Causation Chart/Discussion: Note how the events of the 1840s and 1850s concerning slavery led to the Civil War. How did Northern advantages lead to a victory in the Civil War? How did the death of Abraham Lincoln lead to problems with Reconstruction?
- Written Assignments: Teach students historical essay writing skills such as essay format and how to construct a thesis, develop subtopics, and support those subtopics with factual evidence. Students will engage in a lesson that will help them understand how to write a Document Based Question (DBQ). Possible DBQs– DBQ 6: "Slavery and Sectional Attitudes", DBQ 7: "Abraham Lincoln and the Struggle for Union and Emancipation".
 - Students will compose an essay analyzing the differences between the North and the South during the antebellum period. Students should examine how these political, economic, and social differences caused conflict as a foundation for the American Civil War. **(CR11)**

Period 5 - Major Summative Assessments:

- Evaluation on the analysis of the documents provided concerning the period. Formal individual assessments of chapters 17-22.
- Complete Personal Progress Check MCQ for Unit 5.
- Complete Personal Progress Check FRQ A for Unit 5.
- Complete Personal Progress Check FRQ B for Unit 5.
- Take Unit 5 Test.

Period 6: 1865 – 1898 **(CR2)**

Main Focus: A Gilded Age

Text Reading: Fabric of a Nation Chapter 6
Modules 1-10

Thematic Focus	Topic	Reasoning Process	Skills
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	6.1 Contextualizing Period 4	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.
MIG	6.2 Westward Expansion: Economic Development	Causation	1.B Explain a historical concept, development, or process.
MIG	6.3 Westward Expansion: Social and Cultural Development	Causation	3.C Compare the arguments or main ideas of two sources.
NAT	6.4 The “New South”	Continuity and Change	2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
WXT	6.5 Technological Innovation	Causation	5.B Explain how a historical development or process relates to another historical development or process.
WXT	6.6 The Rise of Industrial Capitalism	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.
WXT	6.7 Expanding Democracy	Continuity and Change	6.C Use historical reasoning to explain relationships among pieces of historical evidence.
MIG	6.8 Immigration and Migration in the Gilded Age	Continuity and Change	3.C Compare the arguments or main ideas of two sources
MIG	6.9 Responses to Immigration in the Gilded Age	Comparison	5.B Explain how a historical development or process relates to another historical development or process.
SOC	6.10 Development of the Middle Class	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.
SOC	6.11 Reform in the Gilded Age	Causation	2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
PCE	6.12 Controversies over the Role of Government in the Gilded Age	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.
PCE	6.13 Politics in the Gilded Age	Comparison	3.D Explain how claims or evidence support, modify, or refute a source’s argument.
	6.14 Continuity and Change in Period 6	Continuity and Change	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: § Explain nuance of an issue by analyzing multiple variables. § Explain relevant and insightful

			connections within and across periods. § Explain the relative historical significance of a source's credibility and limitations. § Explain how or why a historical claim or argument is or is not effective.
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Key Concepts & Learning Objectives:

- Explain the historical context for the rise of industrial capitalism in the United States. † Explain the causes and effects of the settlement of the West from 1877 to 1898.
- Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.
- Explain the effects of technological advances in the development of the United States over time.
- Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
- Explain how cultural and economic factors affected migration patterns over time.
- Explain the various responses to immigration in the period over time.
- Explain the causes of increased economic opportunity and its effects on society.
- Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.
- Explain continuities and changes in the role of the government in the U.S. economy.
- Explain the similarities and differences between the political parties during the Gilded Age.
- Explain the extent to which industrialization brought change from 1865 to 1898
- **6.1:** The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.
 - i. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation.
 - ii. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements.
 - iii. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts.
- **6.2:** The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.
 - i. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.
 - ii. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.
- **6.3:** The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

- i. Gilded Age politics were intimately tied to big business and focused nationally on economic issues— tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform.
- ii. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

Period 6 - Major Formative Assessments:

- **6.2, 6.3 Think-Pair-Share:** Topics 6.2 and 6.3 share the same learning objective, *Explain the causes and effects of the settlement of the West from 1877 to 1898*. Give students practice with the reasoning process of causation by having them use
- **6.4 Close Reading:** Regional identities are a challenging topic for students in this course. Ask students to read excerpts from Henry Grady speeches, such as his address to the Bay State Club of Boston in 1889, and have them highlight relevant words and passages that support the author’s claim. Ask students how the address tackles economic and social issues related to the “New South.”
- **6.8 Create Representations:** Ask students to collect information on the “new” immigrants of the late 19th century. They might research numbers of immigrants, countries of origin, demographics, and settlement locations in the U.S. Ask them to create an infographic for one of the “new” immigrant groups from this time period using widely available free internet resources. Have students share their infographics with the whole group and discuss the factors that affected migration patterns over time.
- **6.13 Debriefing:** This topic contains several complex economic and political issues, such as tariffs and currency and government regulation, that teachers can lead students through a debrief on to ensure understanding of these issues, individually and collectively, in relation to the time period.
- **(SOC) Graphic Organizer:** Evaluate the similarities and differences of the responses of various segments of the U.S. population to immigration in the period from 1865 to 1898. Students should choose a graphic organizer that presents the response in a logical way and be prepared to share their finding with the class. **(Skill 5) CR3 CR8**
- **In-class debates:** Students may work in small groups and/or pairs to read secondary documents from *Taking Sides: Clashing Views in United States History, Volume 2: Reconstruction to the Present*, and debate the topic in class. Students will go on to compare the authors’ purpose in each excerpt. **(Skill 2) CR5**
- **(WXT) The Gilder Lehrman website explains Unit 6/Period 6.** “The transformation of the U.S. from an agricultural to an increasingly urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.” These are some documents found on Unit 6 content in which students may work in small groups or pairs to choose a document to present to class. **(Skill 4)**
 - Indian Wars: The Battle of Washita, 1868
 - Official photograph from the “Golden Spike” Ceremony, 1898 **CR1**
 - The Grange Movement, 1875
 - William Cullen Bryant opposes the protective tariff, 1876
 - William T. Sherman on the western railroads, 1878
 - The struggle for married women’s rights, c. 1880s
 - Charles Guiteau’s reasons for assassinating President Garfield, 1882
 - The Haymarket Affair, 1886
 - Frederick Douglass on the disfranchisement of black voters, 1888
 - People’s Party campaign poster, 1892
 - Campaign for the African American vote in Georgia, 1894
 - William Jennings Bryan and the ideals of the Declaration of Independence, 1895
- **Timeline review.** Students may create a timeline of the events that took place in Unit 6 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. **(Skill 1)**

- **(SOC) Graphic Organizer:** Evaluate the similarities and differences of the responses of various segments of the U.S. population to immigration in the period from 1865 to 1898. Students should choose a graphic organizer that presents the response in a logical way and be prepared to share their finding with the class. **(Skill 5) CR3 CR8**
- **In-class debates.** Students may work in small groups and/or pairs to read secondary documents from *Taking Sides: Clashing Views in United States History, Volume 2: Reconstruction to the Present*, and debate the topic in class. Students will go on to compare the authors' purpose in each excerpt. **(Skill 2)**
 - "Did a New South Emerge Following Reconstruction?" (pages 30–47)
 - Yes: Ronald D. Eller, from "A Magnificent Field for Capitalists," in *Miners, Millhands, and Mountaineers: Industrialization of the Appalachian South, 1880–1930*, University of Tennessee Press (1982)
 - No: James Tice Moore, from "Redeemers Reconsidered: Change and Continuity in the Democratic South, 1870–1900," *Journal of Southern History* (1978)
- **(SOC) "Evening party" reenactment.** Students choose a person in the period who was affected by the industrial movement. For example, students may choose political leaders, business leaders, union leaders, and reform leaders. Students may choose both women and men of this time period. Students will research a document related to the person and act them out in an "evening party" or debate. Students may also dress their part to show the class how he/she would have dressed and acted during this time period. The students may also wear a nametag with facts about their person they chose to be for this activity. **(Skill 4)**
- **Map Activities:** Map Activities identifying migration patterns, growth of industrialization, locations of various natural resources in the continental US and abroad, and expansion of economic and colonial acquisitions.
- **Tag Team Teaching:** Students will practice presentation skills by preparing presentations explaining the political and cultural challenges regarding US foreign policy.
- **Text Timeline Review:** identification of important events and people on a chronological flow chart.
- **Learning Log /Class Discussion Questions:** Write a journal entry regarding the migration/immigration of Native Americans, Immigrants, and factory workers
- **Primary Source Analysis:** Possible Primary sources include Reconstruction Act, Black Codes, Pendleton Act, Chinese Exclusion Act, Interstate Commerce Act, Sherman Anti-Trust Act, Tenement House Act, *How the Other Half Lives*, *Cross of Gold* speech, *Insular Cases*, Roosevelt Corollary, Dawes Act, Open Door Notes, *Gospel of Wealth*
- **Artifact Analysis:** Possible artifacts include any form of artistic expression (literature, architecture, and/or sculpture) from the period.
- **Point/Counterpoint:** Possible topics include..." What responsibility does the government have to the safety and welfare of its citizens?" "Debate the moral positions regarding US foreign policy from 1880-1898." "Robber Barons or Captains of Industry?" "Labor: Reformist or Radical?" **(ID-4) (CR4)**
- **Historical Causation Chart/Discussion:** The students will analyze the causes and effects of the need for imperialist endeavors, and the use of democratic principles to advocate reform in society. Students will compose a three-page essay to complete the assignment. **(CR8)**
- **Written Assignments:** Students write an essay, which includes a thesis statement, arguing for or against the contributions of industrialists of the Gilded Age. Students will use relevant information of the period including primary source material to either defend them as "captains of industry" or "robber barons". **(CR5)**

Period 6 - Major Summative Assessments:

- Test with 40 multiple-choice questions plus open-ended section with artifact identifications and short documents for source analysis. Formal journal entries on primary sources. American Pageant DBQ #9
- Complete Personal Progress Check MCQ for Unit 6.
- Complete Personal Progress Check FRQ A for Unit 6.
- Complete Personal Progress Check FRQ B for Unit 6.

- Take Unit 6 Test.

Period 7: 1890 – 1945 (CR2)

Main Focus: New Imperialism and Global Conflicts

Text Reading: Fabric of a Nation Chapter 7

Modules 1-11

Thematic Focus	Topic	Reasoning Process	Skills
	7.1 Contextualizing Period 7	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.
WOR	7.2 Imperialism: Debates	Comparison	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
WOR	7.3 The Spanish American War	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
PCE, GEO	7.4 The Progressives	Comparison	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
WOR	7.5 World War I: Military and Diplomacy	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
MIG	7.6 World War I: Home Front	Causation	3.D Explain how claims or evidence support, modify, or refute a source's argument.
WXT	7.7 1920's: Innovations in Communication and Technology	Causation	5.B Explain how a historical development or process relates to another historical development or process.
MIG, ARC	7.8 1920's: Cultural and Political Controversies	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.
WXT	7.9 The Great Depression	Causation	5.B Explain how a historical development or process relates to another historical development or process.
PCE	7.10 The New Deal	Continuity and Change	5.B Explain how a historical development or process relates to another historical development

			or process.
WOR	7.11 Interwar Foreign Policy	Comparison	1.B Explain a historical concept, development, or process.
SOC	7.12 World War II: Mobilization	Causation	1.B Explain a historical concept, development, or process.
WOR	7.13 World War II: Military	Causation	6.C Use historical reasoning to explain relationships among pieces of historical evidence.
WOR	7.14 Postwar Diplomacy	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
	7.15 Comparison in Period 5	Comparison	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: § Explain nuance of an issue by analyzing multiple variables. § Explain relevant and insightful connections within and across periods. § Explain the relative historical significance of a source's credibility and limitations. § Explain how or why a historical claim or argument is or is not effective.

Key Concepts & Learning Objectives:

- Explain the context in which America grew into its role as a world power.
- Explain the similarities and differences in attitudes about the nation's proper role in the world.
- Explain the effects of the Spanish–American War.
- Compare the goals and effects of the Progressive reform movement.
- Compare attitudes toward the use of natural resources from 1890 to 1945.
- Explain the causes and consequences of U.S. involvement in World War I.
- Explain the causes and effects of international and internal migration patterns over time.
- Explain the causes and effects of the innovations in communication and technology in the United States over time.
- Explain the causes and effects of developments in popular culture in the United States over time.
- Explain the causes of the Great Depression and its effects on the economy.
- Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.
- Explain how and why U.S. participation in World War II transformed American society.
- Explain the causes and effects of the victory of the United States and its allies over the Axis Powers.
- Explain the consequences of U.S. involvement in World War II.
- Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.
- **7.1:** Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

- i. The continued growth and consolidation of large corporations transformed American society and the nation's economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.
- ii. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources.
- iii. National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare state.

7.2: A revolution in communications and transportation technology helped to create a new mass culture and spread "modern" values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

- i. New technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts.
- ii. The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe.
- iii. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere.

7.3: Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

- i. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific.
- ii. World War I and its aftermath intensified debates about the nation's role in the world and how best to achieve national security and pursue American interests.
- iii. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world.

Period 7 - Major Formative Assessments:

- **7.5, 7.6 Socratic Seminar:** A Socratic seminar on World War I combines both Topics 7.5 and 7.6. Use the question How was America transformed by conflict? to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.
- **7.10 Jigsaw:** This strategy can be used to facilitate understanding of the various objectives and accomplishments of the New Deal. Have students read and analyze primary and secondary sources related to the relief, recovery, and reform efforts of the New Deal.
- **7.14 Discussion Groups:** Assign students to groups to discuss the learning objective for this topic, Explain the consequences of U.S. involvement in World War II, with the view to help them gain new understanding by hearing the views of their classmates.
- **(WOR) Video introduction.** Watch video as an introduction of Unit 7/Period 7 from the Gilder Lehrman AP study guide. The study guide describes Period 7: "An increasingly pluralistic U.S. faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role." Students may create their own video using the primary documents from the video and website to introduce the period/unit. Gilder Lehrman also provides several primary documents and essays from this time period: **(Skill 4)**
 - Disfranchisement of African American voters in Virginia, 1901
 - Triangle Shirtwaist Factory fire, 1911
 - Women's' suffrage poster, 1915

- World War I poems: “In Flanders Fields” and “The Answer,” 1918
- Theodore Roosevelt on the sinking of the Lusitania, 1915
- Birth of a Nation, 1915
- Recruiting posters for African American soldiers, 1918
- Treaty of Versailles and President Wilson, 1919 and 1921
- The Supreme Court upholds national prohibition, 1920
- Lynching in America, c. 1926
- The origins of FDR’s New Deal, 1932
- Civilian Conservation Corps poster, 1938
- Photograph of an abandoned farm in the Dust Bowl, 1938
- Japanese internment, 1942
- Eleanor Roosevelt’s four basic rights, 1944

· **(GEO) HIPPO activity.** Students will be asked to compare John Muir’s and Theodore Roosevelt’s perspective on the use of public policy to regulate land use with a HIPPO analysis. **(Skill 2) CR3**

· **(PCE) In-class DBQ Activity:** For the DBQ prompt: “Evaluate the effectiveness of Progressive Era reformers and the federal government in bringing about reform at the national level. In your answer be sure to analyze the successes and limitations of these efforts in the period of 1900–1920.” Students will analyze the following documents using the HIPPO in small groups or in pairs: **(Skill 2)**

- *Historical statistics of the United States* from 1870 to 1899 using graph
- George McNeill, labor leader, *The Labor Movement: The Problem of Today*, 1887
- David B. Wells, engineer and economist, *Recent Economic Changes and Their effect on the Production and Distribution of Wealth and Well Being of Society*, 1889
- Political cartoon from Joseph Keppler, “The Bosses of the Senate,” *Puck*, 1889
- Andrew Carnegie, “Wealth,” *North American Review*, 1889
- “People’s Party Platform,” *Omaha Morning World-Herald*, 1892
- Samuel Gompers, *What does Labor Want?* an address before the International Labor Congress in Chicago, 1893
- George Rice, “How I was ruined by Rockefeller,” *New York World*, 1898
- Theodore Dreiser, *Sister Carrie*, a novel, 1900
- Photograph of “Female Typists,” 1902

· **(PCE) In-class debate from *Taking Sides*, Volume 2.** Students may use documents and secondary sources from both Gilder Lehrman and Teaching American History websites. They may also use articles from the chapter in which the debate question is found. Students may work in groups or pairs for the debates for Unit 7/Period 7. **(Skill 5)**

- “Did the New Deal Prolong the Great Depression?” (pages 174–193)
- Yes: Gary Dean Best, from *Pride, Prejudice, and Politics: Roosevelt versus Recovery*, 1933–1938, Praeger (1990)
- No: David M. Kennedy, from “What the New Deal Did,” *Political Science Quarterly* (2009)

· **(WOR) In-class LEQ. From College Board:** “Evaluate the extent to which U.S. participation in the First World War (1917–1918) marked a turning point in the nation’s role in world affairs. In the development of your argument, explain what changed and stayed the same from the period immediately before the war and immediately after it.” The essay will be evaluated using the current AP History rubric. **(Skill 6) CR9**

· **(SOC) Research Activity** “Analyze the home-front experiences of the following groups during the Second World War.”

- African Americans
- Japanese Americans
- Jewish Americans
- Mexican Americans

Students will work in pairs or small groups to create an outline of primary and secondary source documents to answer this question. After the students complete the review, they may write an essay in 40 minutes to prepare for the Unit 7 test. **(Skill 1)**

Essay. In 60 minutes, students analyze documents and answer the following essay question: “What economic forces caused FDR’s administration to respond to the problems of the Great Depression in the way it did? How effective were these responses? How did they change the role of the federal government? Use the documents and your knowledge of the period 1929–1941 to construct your essay.” **(Skill 5: Causation) CR8**

The following documents that may be analyzed as a class activity before students write this essay:

- Meridel Lesueur, *New Masses*, January 1932
- Letter to Senator Robert Wagner, March 1934
- Political Cartoon, *The Evening Star*, April 26, 1934
- William Lloyd Garrison, Jr., “The Hand of Improvidence,” *The Nation*, 1934
- Print and Photograph Division, Library of Congress, 1935 - Charles Evans Hughes, majority opinion, *Schechter v. U.S.*, 1935.
- NBC radio broadcast, John L. Lewis, December, 1936.
- “The New Deal in Review,” editorial in *The New Republic*, May 1940
- “The Roosevelt Record,” editorial in *The Crisis*, November 1940
- Graph of Unemployment of Non-Farm Workers by Percentage and Number, 1920–1945 **CR1**

Map Activities: Map Activities identifying suffrage rights, city segregation, European nations, impact of radio & automobile on urban expansion, impact of New Deal programs across the US, and the reshaping of the European political lines

Tag Team Teaching: Students will practice presentation skills by preparing presentations explaining the political and cultural challenges regarding US foreign policy. Students will create speeches based on political platforms and elections.

Text Timeline Review: Identification of important events and people on a chronological flow chart.

Learning Log /Class Discussion Questions: Write journal entries as a factory worker, a woman, African American, immigrant, a soldier during war or as a Japanese American throughout the time period discussed.

Primary Source Analysis: Possible Primary sources include The Meat Inspection and Pure Food and Drug Acts, *Muller v. Oregon*, Constitutional Amendments 16-21, Federal Trade Act, Federal Reserve Act, Zimmerman Note, *Schenck v. US*, Sedition and Espionage Acts, Wilsons Fourteen Points, Immigration Act of 1924, Volstead Act, Kellogg-Briand Pact, Dawes Plan, Hawley-Smoot Tariff, Glass Steagall Act, Social Security Act, *Day of Infamy* speech, various Neutrality Acts, Atlantic Charter, Executive Order 9066.

- Using SOAPSTone analysis (**Speaker, Occasion, Audience, Purpose, Subject, and Tone**) students will compare and contrast the ideas of Booker T. Washington’s “Up from Slavery” and W.E.B. DuBois “The Souls of Black Folk”. **(CR7)**

Artifact Analysis: Possible artifacts include any form of artistic expression (literature, architecture, and/or sculpture) from the period.

Point/Counterpoint: Possible topics include...” Debate the role of government in supporting business vs. promoting public welfare” “Did the New Deal prolong the economic depression?” “Was the internment of Japanese-Americans justified?” “What countries should be charged with war crimes or crimes against humanity at the end of WWII?” “Did the Progressives Fail?” “Did the failure of responding to the causes of WWI lead to WWII?” Students will select one of the listed topics and compose an essay arguing their opinion on the topic. **(POL-3) (CR4)**

Historical Causation Chart/Discussion: Students will compose an essay analyzing the cause and effect that the weaknesses of the Treaty of Versailles had on the rise of the totalitarians in the 1920’s and 1930’s. Students will also argue how these weaknesses in the Treaty of Versailles would lay the foundation for the problems that led to World War II. **(CR12)**

- The students will analyze the causes and effects of technological advances impact on American society and world conflict. The students will summarize the causes of the Great Depression and efforts to mediate their impact on the US economy.
- Written Assignments: Students will write an essay, which includes a thesis statement, arguing for or against the use of the atomic bomb to end World War II. **(CR5)**

Period 7 - Major Summative Assessments:

- Test with 40 multiple-choice questions plus open-ended section with artifact identifications and short documents for source analysis. Formal journal entries on primary sources. DBQ #10 -12.
- Complete Personal Progress Check MCQ for Unit 7.
- Complete Personal Progress Check FRQ A for Unit 7.
- Complete Personal Progress Check FRQ B for Unit 7.
- Take Unit 7 Test

Period 8: 1945 – 1980 **(CR2)**

Main Focus: Cold War America

Text Reading: Fabric of a Nation Chapter 8
Modules 1-11

Thematic Focus	Topic	Reasoning Process	Skills
	8.1 Contextualizing Period 8	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.
WOR	8.2 The Cold War from 1945 to 1980	Continuity and Change	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
NAT	8.3 The Red Scare	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
WXT, MIG	8.4 Economy after 1945	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
ARC	8.5 Culture after 1945	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.
SOC	8.6 Early Steps in the Civil Rights Movement (1940s and 1950s)	Causation	5.A Identify patterns among or connections between historical developments and processes.
WOR	8.7 America as a World Power	Comparison	3.C Compare the arguments or main ideas of two sources.

WOR	8.8 The Vietnam War	Causation	1.B Explain a historical concept, development, or process.
PCE, MIG	8.9 The Great Society	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.
SOC, PCE	8.10 The African American Civil Rights Movement (1960's)	Comparison	5.B Explain how a historical development or process relates to another historical development or process.
SOC	8.11 The Civil Rights Movement Expands	Comparison	5.B Explain how a historical development or process relates to another historical development or process.
ARC	8.12 Youth Culture of the 1960's	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.
GEO	8.13 The Environment and Natural Resources from 1968 to 1980.	Causation	5.A Identify patterns among or connections between historical developments and processes.
PCE, ARC	8.14 Society in Transition	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.
	8.15 Continuity and Change in Period 8	Continuity and Change	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: § Explain nuance of an issue by analyzing multiple variables. § Explain relevant and insightful connections within and across periods. § Explain the relative historical significance of a source's credibility and limitations. § Explain how or why a historical claim or argument is or is not effective.

Key Concepts & Learning Objectives:

- Explain the context for societal change from 1945 to 1980.

- Explain the continuities and changes in Cold War policies from 1945 to 1980.
- Explain the causes and effects of the Red Scare after World War II.
- Explain the causes of economic growth in the years after World War II.
- Explain the causes and effects of the migration of various groups of Americans after 1945.
- Explain how mass culture has been maintained or challenged over time.
- Explain how and why the civil rights movements developed and expanded from 1945 to 1960.
- Explain the various military and diplomatic responses to international developments over time.
- Explain the causes and effects of the Vietnam War.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the continuities and changes in immigration patterns over time.
- Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.
- Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.
- Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.
- Explain how and why policies related to the environment developed and changed from 1968 to 1980.
- Explain the effects of the growth of religious movements over the course of the 20th century.
- Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.
- **8.1:** The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.
 - i. The United States developed a foreign policy based on collective security and a multilateral economic framework that bolstered non-Communist nations.
 - ii. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes.
 - iii. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order.
- **8.2:** Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.
 - i. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting.
 - ii. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity.
 - iii. As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements.
- **8.3:** Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.
 - i. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years, as well as underlying concerns about how these changes were affecting American values.
 - ii. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources.

- iii. New demographic and social issues led to significant political and moral debates that sharply divided the nation.

Period 8 - Major Formative Assessments:

- **8.2 Close Reading:** This topic, at the onset of Unit 8, offers a plethora of primary source documents that introduce the student to the context of the Cold War in the post-WWII world. Ask students to read excerpts from Winston Churchill's "Iron Curtain" speech, George Kennan's "Long Telegram," or George Marshall's Harvard commencement speech and have them highlight relevant words and passages that support the author's claim. As a whole group, discuss the changing role of the United States in the world.
- **8.4 Look for a Pattern:** This topic is rich with visual data that students can describe, analyze, and interpret. Ask students to examine complex graphs that address multiple data sets, such as demographic changes (baby boom), private sector growth, federal spending in different areas, technological developments, and economic indicators. Have them identify patterns and trends and come to conclusions about causes of economic growth after World War II?
- **8.8 Guided Discussion:** This topic offers a lot of fodder for discussion and debate in the classroom. Brainstorming and quick write can be used as strategies during a guided discussion to help students understand the causes and effects of the Vietnam War. What debates were settled? What debates remained or emerged as a result of the Vietnam War?
- **8.10 Shared Inquiry:** Provide students with a selection of primary sources from individuals and groups involved in the civil rights movement. Divide students into groups and ask them to respond to Unit 8: Learning Objectives L and M and present their ideas to the class. Then lead a whole-group discussion comparing the responses of various groups and the actions and responses by the federal government.
- **(WOR) Video introduction.** Students will watch the Unit 8 video from Gilder Lehrman as an introduction to this unit. "After World War II, the U.S. grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals." Students may look for a pattern to create their own review videos on this Unit/Period. (Skill 4) Students will work in small groups to create their own interpretation of this time period and place it online so all students may view their interpretations. There are several primary documents from Unit 8 on the Gilder Lehrman AP study guide that students may read in pairs using close reading or groups to discuss using HIPPO: **(Skill 2)**
 - Physicists predict a nuclear arms race, 1945
 - Harry S. Truman responds to McCarthy, 1950
 - Don't Buy a Ford Ever Again, c. 1960
 - John F. Kennedy's Inaugural Address, 1961
 - The Assassination of John F. Kennedy, 1963
 - Robert Kennedy on civil rights, 1963
 - George Wallace on segregation, 1964
 - Civil rights posters, 1968
 - J. Edgar Hoover on campus unrest, 1970
 - The end of the Vietnam War: conscience, resistance, and reconciliation, 1973
 - President Ford's remarks in Japan, 1974
 - President Ford's statement of pardoning Richard Nixon, 1974
- **Timeline review.** Students may create a timeline of the events that took place in Unit 8 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. **(Skill 4)**
- **(WOR) HIPPO Activity:** Using a selection of primary sources, students compare and contrast the perspectives of TWO of the following presidents on Cold War foreign policies: Harry Truman, Dwight Eisenhower, Richard Nixon. Students will work in pairs (think-pair share). **(Skill 2)**
- **(NAT) In-class DBQ practice**

- “Explain the reasons why a new conservatism rose to prominence in the U.S. between 1960 to 1980.” Students will analyze the following documents together and then write the DBQ in 60 minutes:
 - Barry Goldwater, a Republican senator from Arizona, *The Conscience of a Conservative*, 1960
 - Milton Friedman, economist, *Capitalism and Freedom*, 1962
 - Letter to Nelson Rockefeller, Republican governor of New York, February 1971
 - Jerry Falwell, television evangelist and founder of the Moral Majority, *Listen America!* 1980
 - 1980 Republican Party Platform **(Skill 6) CR3**
 - Students will write an essay from documents and then discuss the scoring guidelines from College Board and analyze past essay samples. The essay will be evaluated using the current AP History rubric. **CR9**
- Map Activities: Map Activities identifying changing geo-political boundaries in the world and the use of various foreign policies to address communism
- Tag Team Teaching: Students will practice presentation skills by preparing presentations identifying and evaluating the changing civil rights in the US and voices of dissent.
- Text Timeline Review: To analyze the changes in the civil rights movement during the 20th century, students will work in groups to create a political cartoon for each of the following civil rights activists, Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Martin Luther King Jr., and Malcolm X. **(ENV-5) (CR4) (CR9)** Students will conduct a debate that analyzes the role of the United States after WWII and how that role was the turning point as the United States as world power. **(CR10)**
 - Possible Primary sources include GI Bill, Nuremberg and Tokyo trials, Marshall Plan, Truman Doctrine, *The Feminine Mystique*, Checkers speech, Federal Highway Act, Brown v. BOE of Topeka, Kansas, Civil Rights Act, Voting Rights Act, JFK’s Inauguration speech, Miranda v. AZ, Roe v. Wade, War Powers Act, *The Affluent Society*
- Artifact Analysis: Possible artifacts include any form of artistic expression (literature, architecture, and/or sculpture) from the period.
- Point/Counterpoint: Students will create presentations using specific audio examples of rock-and-roll songs to answer the question, “Was Rock and Roll Responsible for Dismantling America’s Traditional Family, Sexual, and Racial Customs in the 1950s and 1960s?” Students will use excerpts from Jody Pennington’s article “Don’t Knock the Rock: Race, Business, and Society in the Rise of Rock and Roll” and Ronald Oakley’s *God’s Country: America in the Fifties* to support their argument. **(CUL-6) (CR4) (CR6)**
- Historical Causation Chart/Discussion: The students will analyze and evaluate the post war economy and its impact on American society. Students will evaluate the changing view of the Presidency in the later part of 1960’s. Students will identify the change in the nuclear family in this time period. Students will compare and contrast the attempts improve the national economy during successive administrations.
- Written Assignments: Students will create a thesis statement based on secondary and primary sources defending or denying U.S. presence in the Vietnam War. **(CR5)**

Period 8 - Major Summative Assessments:

- Test with 40 multiple-choice questions plus open-ended section with artifact identifications and short documents for source analysis. Formal journal entries on primary sources. DBQ #13 – 15
- Complete Personal Progress Check MCQ for Unit 8.
- Complete Personal Progress Check FRQ A for Unit 8.
- Complete Personal Progress Check FRQ B for Unit 8.
- Take Unit 8 Test.

Period 9: 1980– The Present **(CR2)**

Main Focus: Challenges in a Globalized World

Text Reading: Fabric of a Nation Chapter 9

Modules 1-4

Thematic Focus	Topic	Reasoning Process	Skills
	9.1 Contextualizing Period 9	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.
PCE	9.2 Reagan and Conservatism	Continuity and Change	3.C Compare the arguments or main ideas of two sources.
WOR	9.3 The End of the Cold War	Causation	1.B Explain a historical concept, development, or process.
WXT	9.4 A Changing Economy	Causation	1.B Explain a historical concept, development, or process.
MIG	9.5 Migration and Immigration in the 1990s and 2000s	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
WOR	9.6 Challenges of the 21 st Century	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
	9.7 Causation in Period 9	Causation	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: § Explain nuance of an issue by analyzing multiple variables. § Explain relevant and insightful connections within and across periods. § Explain the relative historical significance of a source's credibility and limitations. § Explain how or why a historical claim or argument is or is not effective.

Key Concepts & Learning Objectives:

- Explain the context in which the United States faced international and domestic challenges after 1980.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the causes and effects of the end of the Cold War and its legacy.
- Explain the causes and effects of economic and technological change over time.
- Explain the causes and effects of domestic and international migration over time.
- Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.

- Explain the relative significance of the effects of change in the period after 1980 on American national identity.
- **9.1:** A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.
 - i. Reduced public faith in the government's ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism.
 - ii. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades.
- **9.2:** The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.
 - i. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations.
 - ii. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights.
- **9.3:** Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.
 - i. The increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.
 - ii. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences

Period 9 - Major Formative Assessments:

- **9.2 Debate:** This topic in the culminating unit offers students an opportunity to debate and discuss thematic focus PCE, which focuses on the role of the federal government over time. Encourage students to prepare by looking at different time periods and turning points in U.S. history when the role of the federal government changed. Teachers can debrief with students about the extent to which this role changed or continued under Ronald Reagan's presidency.
- **9.3 Match Claims and Evidence:** Now that students are near the end of the course and have had many opportunities to practice argumentation, this activity can be used as early preparation for the AP Exam. Ask small groups of students to write claims and supporting evidence statements on individual note cards based on the causes and effects of the end of the Cold War and the Cold War's legacy. Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.
- **9.5 Making Connections:** Write concepts related to the course theme of Migration and Settlement (**MIG**) and related concepts on index cards, place them in a box, and have students pick a card at random. Incorporate concepts from Topic 9.5 as well as from previous topics that addressed immigration and migration. Give students a few minutes to gather and recall information about the theme or concept and then pair students and ask them to find the connection between the theme or concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.
- **(WOR) Video introduction.** Students may watch the Unit 9 video from Gilder Lehrman AP study guide. Students will view video and analyze the following from Gilder Lehrman: "As the U.S. transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology." Students will work in small groups to complete a debriefing of the topics covered. **(Skill 4)** The following primary documents and essays on Unit 9 are found on the Gilder Lehrman AP study guide website:
 - Ronald Reagan on economics and political parties, 1962
 - Reagan Speech: "Tear down this wall," 1987

- Christmas in Kuwait, 1990
- Discovering a mass grave in Iraq, 2003
- Barak Obama's First Inaugural Address, 2009
- Globalization Protests in the 1980s: Musicians Collaborate to Change the World (Live Aid)
- September 11, 2001
- A More Perfect Union? Barack Obama and Politics of Unity
- Iran and the U.S. in the Cold War
- Pop music and the Spatialization of Race in the 1990s
- Ronald Reagan and the End of the Cold War: The Debate Continues
- Hanging by a Chad-or Not: The 2000 Presidential Election

(WXT) In-class debate

- "Were the 1980s a Decade of Affluence for the Middle Class?" Taking Sides (pages 328–249).
(Skill 1)
- Yes: J. David Woodard, from "A Rising Tide," in *The America That Reagan Built*, Praeger (2006)
No: Thomas Byrne Edsall, from "The Changing Shape of Power: A Realignment in Public Policy," in *The Rise and Fall of the New Deal Order, 1930–1980*, Princeton University Press (1989)

(PCE) Close Read: Students conduct a close read of Reagan's 1985 State of the Union Address and the democratic response. After a think-pair-share, students complete a quick write comparing the arguments made in each document. **(Skill 3) CR6**

(WOR) Oral exams for Unit 9. See LEQ questions from AMSCO page 701. This is the final review of Unit 9. Students will work in small groups to prepare four questions using a thesis, contextualization, evidence, reasoning, and analysis. Students will present oral exams to class and then complete an LEQ for an in-class assessment. **(Skill 6)**

(WOR) Timeline review. Students may create a timeline of the events that took place in Unit 9 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline. These timelines may be created on large white paper and hung in the classroom as a review for Period 9/Unit 9. **(Skill 4)**

Map Activities: Map Activities identifying the gradual failing of soviet governments around the world, the globalization of international commerce in the continued push for low cost labor and raw materials, the expanding involvement of the US military around the world, and the US voting stratification in recent elections.

Tag Team Teaching: Students will practice presentation skills by preparing presentations explaining the political and cultural challenges regarding US foreign policy. Students will create speeches based on social and political issues.

Text Timeline Review: identification of important events and people on a chronological flow chart drawing comparisons to earlier time periods.

Learning Log /Class Discussion Questions: Write a research paper based on a current event topic and formulate a supported position.

Primary Source Analysis: Possible Primary sources include Strategic Defense Initiative, Proposition 13, Americans with Disabilities Act, Don't Ask Don't Tell, Kyoto Treaty, USA Patriot Act, No Child Left Behind Act, and Welfare Reform Bill.

Artifact Analysis: Possible artifacts include any form of artistic expression (literature, architecture, and/or sculpture) from the period.

Point/Counterpoint: Possible topics include..." Is the US a declining world power?" "Should the rights of civic freedom be curtailed for national security?" "Do conservative or liberal principles define US society, government, or economic practices?"

- Using primary and secondary sources students will conduct a class discussion analyzing the similarities and differences of the Red Scare of the 1920's to the Red Scare of the 1950's. Students should examine the ways in which the U.S. government responded to the Red Scare. Conclude the discussion with the debate over immigration today. **(CR13b)**

- Historical Causation Chart/Discussion: The students create a short PowerPoint presentation I identify and synthesize the changing demographics of American society and the impact of technology on both globalization and reform. **(CR8)**
- Written Assignments: Students will begin preliminary work on how to write a comparative essay. Teach students historical essay writing skills such as essay format and how to construct a thesis, develop subtopics, and support those subtopics with factual evidence. Students will engage in a lesson that will help them understand how to write a comparative essay.

Period 9 - Major Summative Assessments:

- Test with 40 multiple-choice questions plus open-ended section with artifact identifications and short documents for source analysis. Formal journal entries on primary sources.
- Complete Personal Progress Check MCQ for Unit 9.
- Complete Personal Progress Check FRQ A for Unit 9.
- Complete Personal Progress Check FRQ B for Unit 9.
- Take Unit 9 Test

