Wethersfield Public Schools

WHS Curriculum: AP US History

Grade(s)	10
Unit Title and Purpose	**Unit 1: 1491-1607**
Timeframe	2 weeks

Vision of the Graduate

Communicator: Students voice their perspectives and analyses of multiple points of view in history across multiple mediums.

Unit Priority Standards

US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History.
US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

Unit Supporting Standards

US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Essential Questions

How do we decide whose history to study, and whose history to omit?

In what ways do isolated indigenous societies flourish and interact prior to outside conquest and settlement?

What historical forces lie behind conquest and settlement, and are those forces justifiable?

What are the social environmental impacts of cross-cultural communication and contact?

Do castes and social classes develop naturally in civilizations, or are they man made systems?

How does the natural environment impact the development of civilization?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Critically evaluate how systemic and institutional choices in history education and curriculum, including the scope and sequence of this very course, impact the collective understanding and perception of history.	1. As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. 2. European nations' efforts to explore and conquer the New World stemmed from a

2. Evaluate and explain the positive, negative, and neutral impacts of interactions between unfamiliar cultures. 3. Analyze how decisions of individuals and nations have the potential of changing entire civilizations and societies. 4. Trace and analyze the development and necessity of various social and economic classification systems of people in the world. 5. Identify and connect environmental and geographical factors to developments in history, and analyze how these factors influenced human and societal development. 6. Select and evaluate diverse sources to inform answers to compelling and supporting questions.	search for new sources of wealth, economic and military competition, and a desire to spread Christianity. 3. Contact among Europeans, Native Americans, and Africans resulted in the Columbian exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean. 4. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power. 5. The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of the Europeans, Africans, and Native Americans in their empire.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Primary Source Analysis - Students conduct HIPP analysis (Historical Context, Intended Audience, Purpose, Point of View) on each of the primary sources below over the course of the unit. Students then use each source to answer and support their answers to one or multiple essential questions and conduct daily classroom discussions. Source analysis and discussion will be conducted on a nearly daily basis in class, and may not be limited to the sources below. ● Cartograms of Native American societies featuring population and tribal affiliations. ● Petroglyphs and other art created by Native Americans. ● Journals of Christopher Columbus, 1492. ● *A Short Account of the Destruction of the Indies* by Bartolome de las Casas. ● *Directory of Confessors: Lords Who Hold Temporal Government Over Vassals* ed. Richard Boyer and Geoffrey Spurling. ● Paintings of John White, including *Algonquian Village*, *Chieftain with Bow*, and *Natives Dancing*.	● Gilder Lehrman Institute Period 1 (1491-1607) Resources ● Digital Public Library of America Source Set: Exploration of the Americas ● Digital Public Library of America Source Set: The Columbian Exchange ● The American Yawp Reader: Indigenous America ● The American Yawp Reader: Colliding Cultures ● EDSITEment Teacher Resources ● America in Class: American Beginnings

● *Voyages of Samuel de Champlain* by Samuel de Champlain, 1604-1618. ● "On the Good Things Found Among the Indians" by Paul Le Jeune, 1634. ● "A Discourse Concerning Western Planting" by Richard Hakluyt, 1584. **Secondary Source Analysis** - Students critically analyze the perspectives of each historian in the secondary source essays below and use these perspectives to support their answers to essential questions and their participation in classroom discussion. ● "Change and Crisis: North America on the Eve of the European Invasion" by Christopher L. Miller. ● "Iberian Roots of the Transatlantic Slave Trade, 1440–1640" by David Wheat. ● "The Columbian Exchange" by Alfred W. Crosby. **Christopher Columbus: Friend or Foe?** - Students serve as judge and jury on Christopher Columbus' legacy, and examine multiple perspectives on his legacy and perception, ultimately deciding for themselves how they want to view the mythical and famed explorer. **Finding the Lost Colony** - Students play the role of crime scene detectives to investigate the outcome of the Lost Colony of Roanoke through consulting primary sources and forming historical hypotheses based on available evidence. **Long Essay Question** - Students apply learning from the unit to a Long Essay Question (LEQ) based on College Board LEQ standards/rubric.	

Wethersfield Public Schools

WHS Curriculum: AP US History

Grade(s)	10
Unit Title and Purpose	**Unit 2: 1607-1754**
Timeframe	2 weeks

Vision of the Graduate

Problem Solver: Students apply historical knowledge and skills to empathetically approach and address the ongoing effects and legacies of historical events.

Unit Priority Standards

US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.
US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.

Unit Supporting Standards

US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.
US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Essential Questions

What causes humans to migrate, and how do they choose where to settle?

How do people of different backgrounds, cultures, and interests interact, compete, and collaborate in a new environment?

How does what you believe affect who you are? How do these beliefs shape a society and its values?

What is a government, from where does it originate, and what is its purpose?

How does the demand and availability of labor affect the larger economy and society?

What makes someone human, and who gets to define humanity?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Identify and explain the primary push and pull factors of human emigration and immigration. 2. Assess the impact of cross-cultural interactions on various cultures, communities, and the natural environment. 3. Critically analyze race as a social construct, and deconstruct its impact on the United States extending until modern day. 4. Describe the origin of governmental systems in the North and South America, and the	1. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations. 2. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.

advantages and limitations of various forms of government. 5. Analyze the role of religion in shaping the government, value system, social dynamics, and economies of societies.	3. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas. 4. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another. 5. Like other European empires in the Americas that participate in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Primary Source Analysis - Students conduct HIPP analysis (Historical Context, Intended Audience, Purpose, Point of View) on each of the primary sources below over the course of the unit. Students then use each source to answer and support their answers to one or multiple essential questions and conduct daily classroom discussions. Source analysis and discussion will be conducted on a nearly daily basis in class, and may not be limited to the sources below. ● The Magna Carta, 1215. ● The Mayflower Compact, 1620. ● First Charter of Virginia, 1606. ● "A Model of Christian Charity," John Winthrop, 1630. ● Articles of Agreement of Springfield, MA, 1636. ● The Fundamental Orders of Connecticut, 1639. ● Maryland Toleration Act, 1649. ● "A Plea for Religious Liberty," Roger Williams, 1644. ● "John Reid Jr. Indenture of Apprenticeship with Robert Livingston Jr.," 1742.	● Gilder Lehrman Institute Period 2 Sources ● DPLA Source Set: Powhatan People and the English at Jamestown ● DPLA Source Set: Dutch New Netherland ● DPLA Source Set: Cross-Control Colonial Conflicts ● DPLA Source Set: Colonial Religion ● DPLA Source Set: The Colonies ● DPLA Source Set: The Transatlantic Slave Trade ● The American Yawp Reader: Colliding Cultures ● The American Yawp Reader: British North America ● The American Yawp Reader: Colonial Society ● EDSITEment Teacher Resources ● America in Class: Becoming American

● "Declaration of the People against W. Berkeley," Nathaniel Bacon, 1676. ● Diagram, "Stowage of the British Slave Ship Brookes under the Regulated Slave Trade," 1788. ● *The Interesting Narrative of the Life of Olaudah Equiano*, Olaudah Equiano, 1789. ● "Sinners in the Hands of an Angry God," Jonathan Edwards, 1741. ● Sermon 14, George Whitefield, 1740. ● The "Navigation Acts" of 1660, 1663, 1696. ● *A Brief History of the Pequot War*, John Mason, 1736. **Secondary Source Analysis** - Students critically analyze the perspectives of each historian in the secondary source essays below and use these perspectives to support their answers to essential questions and their participation in classroom discussion. ● "Jamestown and the Founding of English America" by James Horn. ● "Historical Context: Facts about the Slave Trade and Slavery" by Steven Mintz. ● "The Puritans and Dissent" by Francis J. Bremer. **Colonial Paper Doll Project** - Students design a paper doll for one of the thirteen original colonies. They will read and research a colony, and write on each anatomical part of the doll different pieces of information about the colony. **Is Race Real?** - Does our modern concept of race have a biological basis, or is it a social construct? Students will explore the RACE: The Power of an Illusion site to investigate this seemingly simple, but deeply nuanced question. They consider: No matter if race is real or not, how do we address its effects on us today?	

Document-Based Question - Students apply learning from the unit to a Document-Based Question (DBQ) based on College Board DBQ standards/rubric.	

Grade(s)	10
Unit Title and Purpose	**Unit 3: 1754-1800**
Timeframe	4 weeks

Vision of the Graduate

Collaborator: Students actively participate and share ideas in historical and current events analysis while working towards a common goal.

Unit Priority Standards

US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.

Unit Supporting Standards

US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).

Essential Questions

What is a Revolution, and what distinguishes a Revolution from other kinds of political change?

Are all Revolutions alike?

Who determines justice and injustice, and what kind of injustices are tolerable or not tolerable to a people?

What political and social forces are unifying to a population, and what are not?

What aspects of a society does political revolution change, and what stays the same?

Can any government truly serve and represent all the people of a nation?

What makes an economy “good,” and who does a “good” economy serve?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Effectively discern different types of political and social change and make claims about these changes, using multiple sources to develop and strengthen their claims. 2. Critique the social, political, and economic causes of regime and government changes, analyzing their characteristics and causation while connecting these critiques and analyses to issues in the present day. 3. Evaluate the validity and legitimacy of the philosophical values of revolution, especially in these values’ inclusion and treatment of marginalized and disenfranchised groups.	1. British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War. 2. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century. 3. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the

4. Explain and analyze the reasons that a population or people may choose to unify in support of a common cause. 5. Analyze how the process of formation of governments and legal systems effectively or ineffectively reflects the desires, interests, and needs of the people the governments represent. 6. Analyze the characteristics of various types of economic policies and their effects on people, businesses, and society at large.	role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence. 4. New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues. 5. Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Primary Source Analysis - Students conduct HIPP analysis (Historical Context, Intended Audience, Purpose, Point of View) on each of the primary sources below over the course of the unit. Students then use each source to answer and support their answers to one or multiple essential questions and conduct daily classroom discussions. Source analysis and discussion will be conducted on a nearly daily basis in class, and may not be limited to the sources below. ● Engraving, *Join, or Die* by Benjamin Franklin, 1754. ● The Albany Plan of Union, 1754. ● "Auspicious Day!" sermon by Rev. Thomas Barnard, 1763. ● Proclamation of 1763, 1763. ● Letter to Willlliam Crawford, George Washington, 1767. ● The Stamp Act, 1765. ● Declaration of Rights and Grievances of the Stamp Act Congress, 1765. ● The Sugar Act, 1764. ● The Currency Acts, 1764. ● Townshend Acts, 1767-1768. ● The "Boston Pamphlet," 1772. ● "Resolution of the Town Meeting of Windham, Connecticut," 1767.	● Gilder Lehrman Institute Period 3 Sources ● DPLA Source Set: Road to Revolution ● DPLA Source Set: Revolutionary War Turning Points ● DPLA Source Set: The Boston Tea Party ● DPLA Source Set: Creating the U.S. Constitution ● DPLA Source Set: Shays' Rebellion ● The American Yawp Reader: Colonial Society ● The American Yawp Reader: The American Revolution ● The American Yawp Reader: A New Nation ● EDSITEment Teacher Resources ● America in Class: Making the Revolution ● America In Class: Living the Revolution

• Letter to John Adams from the Sons of Liberty, 1766. • Engraving, *The Bloody Massacre in King-Street* by Paul Revere, 1770. • *Common Sense* by Thomas Paine, 1776. • Diary Entry, "Something Notable and Striking" by John Adams, 1773. • Poem, "To the Right Honourable William, Earl of Dartmouth," by Phillis Wheatley, 1772. • The "Intolerable Acts," 1774. • Petition to King George III from the First Continental Congress, 1774. • Speech to Parliament by King George, October 27th 1775. • The Olive Branch Petition, 1775. • The Declaration of Independence, 1776. • "Remember the Ladies" letter by Abigail Adams, 1776. • Petition to the Massachusetts Legislature by Prince Hall, 1777. • *The Blind African Slave,* Boyrereau Brinch narrated to Benjamin Prentiss, 1810. • Oneida Declaration of Neutrality, 1775. • Treaty of Alliance with France, 1778. • "The Sentiments of an American Woman" by Esther de Berdt Reed, 1780. • *Journal of Martha Laurens Ramsay,* Martha Laurens Ramsay, 1812. • Treaty of Paris, 1783. • The Articles of Confederation, 1777. • Debates of the Constitutional Convention, 1787. • *The Federalist* by Alexander Hamilton, James Madison, and John Jay, 1787. • "The First Report on Public Credit" by Alexander Hamilton, 1790. • "The Second Report on Public Credit" by Alexander Hamilton, 1790. • "Report on the Subject of Manufactures" by Alexander Hamilton, 1791. • Letter to Governor Thomas Mifflin by Alexander Hamilton, 1794.	

• Proclamation of Neutrality, 1793. • Jay's Treaty, 1794. • Cartoon, *Property Protected a la Francoise*, S.W. Fores, 1798. • Convention of 1800 or Treaty of Mortefontaine, 1800. • George Washington's Farewell Address, 1796. **Secondary Source Analysis** - Students critically analyze the perspectives of each historian in the secondary source essays below and use these perspectives to support their answers to essential questions and their participation in classroom discussion. • "Unruly Americans in the Revolution" by Woody Holton. • "The Legal Status of Women, 1776–1830" by Marylynn Salmon. • "The League of the Iroquois" by Matthew Dennis. • "The Supreme Court Then and Now" by A.E. Dick Howard. **Boston Massacre Trial -** After analyzing primary sources and witness testimony, students conduct a mock trial for the Boston Massacre where they either convict or acquit the British soldiers of murder and unjust use of force in the Boston Massacre. Students assume roles in the courtroom, provide witness testimony, and draft statements and opinions. **Constitutional Convention Simulation -** Students assume the role of a real delegate in the Constitutional Convention of 1787. After researching the delegate and the state they represent and their interests, students represent their state in a simulation of the Constitutional Convention by drafting a written proposal and engaging in a discussion and debate with other delegates. **Hamilton's Financial Plan -** Students analyze the three main components of Hamilton's plan for the	

United States Economy (Assumption, Bank of USA, and investment in industry) and compare his plan with modern interpretations of economic consolidation and national investment. **Long Essay Question -** Students apply learning from the unit to a Long Essay Question (LEQ) based on College Board LEQ standards/rubric.	

Grade(s)	10
Unit Title and Purpose	**Unit 4: 1800-1848**
Timeframe	5 weeks

Vision of the Graduate

Communicator: Students engage in dialogue and critical analysis with their peers regarding overarching historical controversies and legacies of key people in American History.

Unit Priority Standards

US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.
US.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

Unit Supporting Standards

US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Essential Questions

What makes someone in history “great,” and how do we decide who to remember as “great?”

Must democracy serve everyone?

Does technology always move us forward?

How do innovations in technology and transportation impact the economy, society, and human migration?

How do ideological and political conflicts help shape a nation and its laws?

Is expansion inevitable and required for nations? Do countries have to expand and grow to maintain prosperity?

How do nations develop their own cultures, and who defines these cultures?

In the absence of existing communities, how do humans create ones of their own?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts

1. Apply historical and discipline-relevant skills to assess the relative "greatness" of well-known historical figures, to define greatness as a concept and evaluate figures according to their definitions. 2. Analyze the benefits and limitations of representative democracy through critical analysis of multiple and varied perspectives. 3. Present arguments in multiple formats, supported by evidence from multiple perspectives, on the legacies of notable historical figures and developments. 4. Assess the variety of impacts of technological innovation on society, including those who are historically marginalized or disenfranchised. 5. Use historical inquiry questions, both essential and supporting, to explain the effects of national expansion and analyze the necessity of national expansion as a fundamental concept. 6. Analyze historical continuity and change to connect historical examples of reform and activist movements with modern day reforms and activism.	1. The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties. 2. While Americans embraced a new national culture, various religious and intellectual movements developed distinctive cultures of their own. 3. New transportation systems and technologies dramatically expanded manufacturing and agricultural production. 4. Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions. 5. The U.S. interest in increasing foreign trade and expanding its national borders helped shape the nation's foreign policy and spurred government and private initiatives.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Primary Source Analysis - Students conduct HIPP analysis (Historical Context, Intended Audience, Purpose, Point of View) on each of the primary sources below over the course of the unit. Students then use each source to answer and support their answers to one or multiple essential questions and conduct daily classroom discussions. Source analysis and discussion will be conducted on a nearly daily basis in class, and may not be limited to the sources below. ● First Inaugural Address by Thomas Jefferson, 1801. ● "A Bill for the More General Diffusion of Knowledge" by Thomas Jefferson, 1779. ● "Notes on the State of Virginia" by Thomas Jefferson, 1788.	● Gilder Lehrman Institute Period 4 Sources ● DPLA Source Set: The Cotton Gin ● DPLA Source Set: Mormon Migration ● DPLA Source Set: The Panic of 1837 ● DPLA Source Set: Cherokee Removal and the Trail of Tears ● DPLA Source Set: Full Steam Ahead ● DPLA Source Set: Manifest Destiny ● DPLA Source Set: Henry Clay: The Great Compromiser ● DPLA Source Set: The War of 1812 ● DPLA Source Set: Lewis and Clark ● DPLA Source Set: Jacksonian Democracy? ● The American Yawp Reader: A New Nation ● The American Yawp Reader: The Early Republic

• Letter to Edward Coles by Thomas Jefferson, 1814. • Letter to the Danbury Baptists by Thomas Jefferson, 1802. • "An Act to Enable the President to take possession of the Territories ceded by France," 1803. • Third Annual Message to Congress by Thomas Jefferson, 1803. • Message to the U.S. Senate on the Embargo Act by Thomas Jefferson, 1808. • Proclamation in Response to the Chesapeake Affair, 1807. • War Message to Congress by James Madison, 1812. • Treaty of Ghent, 1814. • "A Call for Pan-Indian Resistance" by Tecumseh, 1810. • *Report and Resolutions of the Hartford Convention,* 1814. • Cartoon, *The Hartford Convention or Leap or No Leap* by William Charles, 1814. • Letter to Andrew Jackson by James Monroe, 1815. • Bonus Bill (Internal Improvements Bill,) 1817. • Veto Message to Congress on the Bonus Bill by James Madison, 1817. • Address to Congress on the American System, Henry Clay. • Cartoon, *The Monkey system or Every one for himself at the expense of his neighbor!!!!!!!!*, 1831 • Map of Roads and Canals, 1840. • *Travels in North America, in the year 1827 and 1828* by Basil Hall, 1829. • Majority Decision in *Marbury vs Madison*, 1803. • Majority Decision in *McCulloch vs Maryland*, 1819. • Majority Decision in *Fletcher vs. Peck*, 1824. • The Monroe Doctrine, 1823. • Missouri Compromise, 1820.	• The American Yawp Reader: The Market Revolution • The American Yawp Reader: Democracy in America • The American Yawp Reader: Religion and Reform • The American Yawp Reader: The Cotton Revolution • EDSITEment Teacher Resources • America in Class: The Triumph of Nationalism

• Letter to William B. Lewis on the Corrupt Bargain by Andrew Jackson, 1825. • First Inaugural Address by Andrew Jackson, 1829. • Tariff of 1828 (Tariff of Abominations.) • South Carolina Proclamation of Nullification, 1832. • Nullification Proclamation of Andrew Jackson, 1832. • Veto Message on the Bank of the United States by Andrew Jackson, 1832. • Cartoon, *King Andrew the First*, 1833. • Indian Removal Act, 1830. • Diagram, *The Cotton Gin* by Eli Whitney, 1793. • Letter to Eli Whitney by Thomas Jefferson, 1793. • "The Working Men's Declaration of Independence," 1829. • *Loom and spindle: or, life among the early mill girls* by Harriet H. Robinson, 1898. • *The Awful Disclosures of Maria Monk* by Maria Monk, 1836. • *The Book of Mormon.* • "The Constitution of the Brook Farm Association," 1841. • "Hymn to youth about choosing religion over vice" by John Clarke, 1830. • "Handbook of the Wallingford Oneida Community," 1867. • "The Necessity of Education in a Republican Government" by Horace Mann, 1839. • "On Joint Education of the Sexes" by James H. Fairchild, 1860. • Petition to the Legislature of Massachusetts by Dorothea Dix, 1843. • *Ten Nights in a Bar-Room and What I Saw There* by Timothy Shay Arthur, 1854. • *Walden* by Henry David Thoreau, 1854. • Declaration of Sentiments, 1848. **Secondary Source Analysis** - Students critically analyze the perspectives of each historian in the	

secondary source essays below and use these perspectives to support their answers to essential questions and their participation in classroom discussion. ● "The Presidential Election of 1800" by Joanne B. Freeman. ● "Andrew Jackson's Shifting Legacy" by Daniel Feller. ● "Technology of the 1800s" by Brent D. Glass. ● "The Rise of an American Institution: The Stock Market" by Brian Murphy. ● "Indian Removal" by Theda Perdue. ● "Transcendentalism and Social Reform" by Philip F. Gura. ● "Women and the Early Industrial Revolution" by Thomas Dublin. **Sally Hemings and Thomas Jefferson -** Students examine Thomas Jefferson's legacy as a founding father in light of his relationship with Sally Hemings, an enslaved woman, and how multiple perspectives on Jefferson's actions and beliefs impact his legacy. **Should Andrew Jackson be on the $20 bill? -** Students utilize the discussion feature on Google Classroom to engage in a dialogue critically analyzing what makes someone "deserve" to be remembered on currency, and whether Andrew Jackson fits that criteria. They make discussion posts and respond to their peers. **Market Revolution Shark Tank -** Students will be assigned an innovation from the Market Revolution (options include canals, the sewing machine, the steamboat, etc.) They draft and present a "Shark Tank" style pitch, with student volunteers as the "sharks," or investors. "Entrepreneurs" must effectively market the profitability, popularity, and innovation of the invention, while "Sharks" must draft and prepare questions to poke holes in the "Entrepreneurs'" plans.	

Document-Based Question - Students apply learning from the unit to a Document-Based Question (DBQ) based on College Board DBQ standards/rubric.	

Grade(s)	10
Unit Title and Purpose	**Unit 5: 1844-1877**
Timeframe	4 weeks

Vision of the Graduate

Problem Solver: Students will analyze and apply the strategies of compromise and cooperation amidst the sectional crisis of the antebellum era and understand the breakdown of relations due to systemic injustice.

Unit Priority Standards

US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.

Unit Supporting Standards

US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History.
US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

Essential Questions

What is an empire, and what is the difference between an empire and a nation?

What is injustice, and who decides what is morally and socially justified and what is not?

How can religion be used to both perpetuate and resist injustice?

Are violence and conflict unavoidable in the pursuit of justice?

For what reasons can personal rights be sacrificed for the survival of a nation? Should they ever be?

What obligations do democratic leaders have to *all* their citizens?

How do civil wars permanently alter a nation?

What is treason, and how does a government determine what qualifies as treason?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts

1. Assess the various reasonings and justifications employed by the United States government in its expansionary efforts across the continent. 2. Analyze and explain the impact of westward expansion on Native American communities, and the far-reaching impacts of continental imperialism. 3. Analyze the consequences of westward expansion and the Mexican-American War in the context of the slavery debate. 4. Analyze and explain how regional social, political, and economic differences related to slavery caused tension in the years leading up to the Civil War. 5. Compare and contrast Union and Confederate ideologies, advantages, disadvantages, and strategies during the Civil War and how each contributed to the war's outcome. 6. Appraise each of the differing plans of reconstruction, and their effectiveness (both potential and real) at truly reconstructing and restructuring American society. 7. Analyze the far-reaching effects of both the successes and failures of reconstruction, and how it changed the understanding of what it means to be American. 8. Refine claims and counterclaims by identifying strengths and limitations of arguments and explanations.	1. The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries. 2. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. 3. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South. 4. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states. 5. The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights. 6. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Primary Source Analysis - Students conduct HIPP analysis (Historical Context, Intended Audience, Purpose, Point of View) on each of the primary sources below over the course of the unit. Students then use each source to answer and support their answers to one or multiple essential questions and conduct daily classroom discussions. Source analysis and discussion will be conducted on a nearly daily basis in class, and may not be limited to the sources below.	● Gilder Lehrman Institute Period 5 Sources ● DPLA Source Set: California Gold Rush ● DPLA Source Set: Texas Revolution ● DPLA Source Set: Women of the Antebellum Reform Movement ● DPLA Source Set: Henry Clay: The Great Compromiser ● DPLA Source Set: Manifest Destiny ● DPLA Source Set: The American Abolitionist Movement

- "Annexation" by John O'Sullivan 1845
- Ornamental Map of the United States and Mexico by Humphrey Phelps, 1846
- Diary of Amelia Stewart Knight, 1853
- "A Remonstrance from the Chinese in California to the Congress of the United States" by Pun Chi, 1860
- Letter from Stephen C. Phillips to Millard Fillmore on Texas Annexation, 1845
- "To the Citizens of Texas" by William Barret Travis, 1836
- Gold Rush Advertisement, "For California Direct," 1849
- Cartoon, *Slavery as it exists in America. Slavery as it exists in England*, 1850
- North Carolina Black Codes, 1741-1831
- *Sociology of the South, or the Failure of Free Society* by George Fitzhugh, 1854
- *Incidents in the Life of a Slave Girl* by Harriet Jacobs, 1861
- *The Confessions of Nat Turner* by Thomas Ruffin Gray, 1831
- American Colonization Society membership card of James Madison, ca. 1830
- "Plea to the Jurisdiction of Cinque and Others" by Thomas Gedney, from *Gedney v. Amistad*, 1839
- "Appeal to the Colored Citizens of the World" by David Walker, 1829
- Pro-Slavery Catechism from *The National Era*, 1847
- *Stories from the Underground Railroad* by William Still, 1855-1856
- The "Seventh of March Speech" by Daniel Webster, 1850
- *The Fugitive Slave Law and Its Victims* by Samuel May, 1856
- Lithograph, *Effects of the Fugitive-Slave-Law* by Theodor Kaufmann, 1850
- Cartoon, *The Clay Compromise - A Settler* by James Baillie, 1850
- Republican Party Platform of 1860
- DPLA Source Set: John Brown's Raid on Harper's Ferry
- DPLA Source Set: Battle of Gettysburg
- DPLA Source Set: The Underground Railroad and the Fugitive Slave Act
- DPLA Source Set: The Fifteenth Amendment
- DPLA Source Set: Women in the Civil War
- DPLA Source Set: Secession of the Southern States
- DPLA Source Set: Northern Draft Riots
- DPLA Source Set: Uncle Tom's Cabin
- DPLA Source Set: The Freedmen's Bureau
- DPLA Source Set: Frederick Douglass and Abraham Lincoln
- The American Yawp Reader: The Cotton Revolution
- The American Yawp Reader: Manifest Destiny
- The American Yawp Reader: The Sectional Crisis
- The American Yawp Reader: The Civil War
- The American Yawp Reader: Reconstruction
- American Battlefield Trust: The Civil War Resources
- EDSITEment Teacher Resources
- American Civil War Museum Teacher Resources

• Cartoon, *The "Ostend Doctrine"* by Louis Maurer, 1856 • Kansas-Nebraska Act, 1854 • Letter from Silas Reed to Mrs. Abner Stone, 1854 • Letter from J. Locke Hardeman to George R. Smith, 1855 • Cartoon, *Forcing Slavery down the Throat of a Freesoiler* by John L. Magee • Excerpts from *Uncle Tom's Cabin* by Harriet Beecher Stowe • *Dred Scott v. Sanford* majority opinion, 1857 • The "Freeport Doctrine" by Stephen Douglas, 1858 • "The Discussion at Freeport, Synopsis of the Speeches, Douglas' Questions Answered" from the *Illinois State Journal*, 1858 • Final Statement of John Brown, 1859 • South Carolina Declaration of Secession, 1860 • Declaration of the People of (West) Virginia, 1861 • The Emancipation Proclamation, 1863 • Lithogram, "The rioters burning the Colored Orphan Asylum, 5th Ave & 46th St," 1863 • Poster, "To Colored Men! Freedom, Protection, Pay, and a Call to Military Duty!" 1863 • Song, "Marching Through Georgia," 1865 • Broadside, "Elect Lincoln…Elect McClellan," 1864 • Lincoln's Second Inaugural Address, 1865 • Headlines reporting Lincoln's assassination, from the *Demopolis Herald* and *The National News*, 1865 • The Homestead Act, 1862 • Jourdon Anderson's letter to his former enslaver, Colonel P.H. Anderson, 1865 • Selected images from *Glimpses at the Freedmen's Bureau* by James E. Taylor, 1866. • "Proclamation of Amnesty and Reconstruction" by Abraham Lincoln, 1863 • Wade-Davis Bill, 1864	

• Selections from Mississippi "Black Codes," 1865 • 13th, 14th and 15th Amendments • Memorial Day Address by Frederick Douglass, 1877 • Testimony of Frances Thompson and Lucy Smith, 1866 • Ku Klux Klan "Notice" to Davie Jeems, 1866 • Cartoon, *Andrew Johnson's Reconstruction*, 1866 **Secondary Source Analysis** - Students critically analyze the perspectives of each historian in the secondary source essays below and use these perspectives to support their answers to essential questions and their participation in classroom discussion. • "Women of the West" by Virginia Schaff • "The Underground Railroad and the Coming of War" by Matthew Pinsker • "The American Civil War" by Gary Gallagher • "African Americans and Emancipation" by Manisha Sinha • "Lincoln's War Powers: Part Constitution, Part Trust" by Frank J. Williams • "The Contentious Election of 1876" by Michael F. Holt • "Lincoln's Interpretation of the Civil War" by Eric Foner ***Uncle Tom's Cabin* Silent Discussion -** Students will be presented with large, chart-paper sized copies of the following documents: two excerpts from Harriet Beecher Stowe's *Uncle Tom's Cabin*, a review of the book from Washington D.C., and a review of the book from Virginia. The documents will be set up in four stations that students will rotate through and annotate. Students must each make an original annotation and respond thoughtfully to another student's annotation at each station.	

Lincoln and Executive Power Discussion Post - Students utilize the discussion feature on Google Classroom to engage in a dialogue answering the following question: “Evaluate Lincoln's belief that the president is best positioned to determine the extent of Executive powers during a national emergency. Do you agree or disagree with this perspective? Why or why not?” Students will respond to the post and then engage in a discussion with two of their peers. **Long Essay Question** - Students apply learning from the unit to a Long Essay Question (LEQ) based on College Board LEQ standards/rubric.	

Grade(s)	10
Unit Title and Purpose	**Unit 6: 1865-1898**
Timeframe	4 weeks

Vision of the Graduate

Collaborator: Students collaborate and engage with peers to simulate business and labor negotiations of the Gilded Age, with the intention of reaching an agreement that benefits all sides of the collaboration.

Unit Priority Standards

US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.
US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

Unit Supporting Standards

US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.

Essential Questions

Why capitalism, and how did we get here?

How is culture created, and how is it erased? Can it disappear by itself, or is its disappearance always caused by an outside influence?

How does an economy create wealth, and what determines who gets this wealth?

Does prosperity for some always come at the expense of others?

Why do some cultures coexist in the same space, while others clash?

Does the existence of nations and countries require an “ingroup,” or “us,” and an “outgroup,” or “them?”

How does the economy shape the political structure and the role of the government?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts

1. Analyze critically the "true cost" of American westward expansion at the expense of the lives and culture of Native American communities. 2. Assess the meaning of "freedom" for formerly enslaved people and Black Americans in the South, in light of continued restriction and Civil Rights violations of the state and federal government. 3. Evaluate the purported prosperity as a result of the growth of industrial capitalism, analyzing its positive, negative, and neutral effects on all levels of society. 4. Connect the labor movements of the Gilded Age with modern-day labor movements by comparing, contrasting, and applying the strategies of organized labor and the capitalist response. 5. Organize and prioritize evidence from multiple sources to develop or strengthen claims (e.g., detect inconsistencies).	1. Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. 2. Large-scale industrial production, accompanied by massive technological change, expanding international communication networks, and pro-growth government policies, generated rapid economic development and business consolidation. 3. The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. 4. International and internal migration increased urban populations and fostered the growth of a new urban culture. 5. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict. 6. The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Primary Source Analysis - Students conduct HIPP analysis (Historical Context, Intended Audience, Purpose, Point of View) on each of the primary sources below over the course of the unit. Students then use each source to answer and support their answers to one or multiple essential questions and conduct daily classroom discussions. Source analysis and discussion will be conducted on a nearly daily basis in class, and may not be limited to the sources below. ● "The Significance of the Frontier in American History" by Frederick Jackson Turner, 1893 ● Pacific Railway Act, 1862	● Gilder Lehrman Institute Period 6 Resources ● DPLA Source Set: Electrifying America ● DPLA Source Set: The Wounded Knee Massacre ● DPLA Source Set: Early Chinese Immigration to the US ● DPLA Source Set: American Indian Boarding Schools ● DPLA Source Set: The Populist Movement ● DPLA Source Set: The Homestead Strike ● The American Yawp Reader: Capital and Labor ● The American Yawp Reader: Conquering the West

• Message from President Chester A. Arthur to Joint Session of Congress on American Indian Policy, 1881 • Speech, "Kill the Indian, Save the Man' by R.H. Pratt, 1892 • Excerpts from *My People, the Sioux* by Chief Luther Standing Bear, 1928 • Images from Tom Torlino's student file at Carlisle Indian School, 1882 and 1885 • Report of the Commissioner of Indian Affairs, accounts of Turning Hawk and American Horse on Wounded Knee, 1891 • Telegram Reporting the Battle of Little Bighorn by Gen. Alfred Terry, 1876 • Sharecropping contract between Cooper Hughs Freedman and Charles Roberts, 1867 • *Plessy v. Ferguson* Majority Opinion, 1896 • Letter from Frederick Douglass to an unknown recipient on Jim Crow laws and education, 1887 • Image, "Mr. T. Rice as The Original Jim Crow" by Edward Williams Clay, 1830 • Cartoon, "The Coming Man" by Geroge Frederick Keller, 1881 • "Chinatown Declared a Nuisance!" by the Workingmen's Committee of California, 1880 • Chinese Exclusion Act, 1882 • Excerpt from *The Gilded Age* by Mark Twain, 1873 • "Wealth" by Andrew Carnegie, 1889 • Cartoon, "Forty-Millionaire Carnegie in His Great Double Role" by David P. Demarest • Cartoon, "The King of the Combinations" by J.S. Pughe, 1901 • Cartoon, "The Tournament of Today - A Set-To Between Labor and Monopoly" by Friedrich Graetz, 1883 • *The Challenge of Facts and Other Essays* by William Graham Sumner, ca. 1880s • Sherman Anti-Trust Act, 1890 • Excerpt from *Progress and Poverty* by Henry George, 1879	• The American Yawp Reader: Life in Industrial America • EDSITEment Teacher Resources • Bill of Rights Institute: Gilded Age and the Progressive Era

• "The Incident of the 6th of July" from the *Illustrated American*, 1892 • Grover Cleveland's Veto Message for the Texas Seed Bill, 1887 • "The Farmers Revolt" by Washington Gladden, 1890 • National People's Party Platform, 1892 • "Cross of Gold Speech" by William Jennings Bryan, 1896 **Secondary Source Analysis** - Students critically analyze the perspectives of each historian in the secondary source essays below and use these perspectives to support their answers to essential questions and their participation in classroom discussion. • "The Development of the West" by Ned Blackhawk • "American Indians and the Transcontinental Railroad" by Elliott West • "Citizenship in the Reconstruction South" by Susanna Lee • "The Gilded Age" by T. Jackson Lears • "Entrepreneurs and Bankers" by Robert W. Cherny • "The Rise of Industrial America" by Richard White • "The History of U.S. Immigration Law" by Jane Hong • "Labor Day: From Protest to Picnics" by Joshua B. Freeman • "Populism and Agrarian Discontent" by Michael Kazin **Chinese Exclusion Act Analysis -** Students read and analyze four primary sources pertaining to the Chinese Exclusion Act to ultimately answer the question through written response: "Why was Chinese immigration restricted in 1882?" **Capital and Labor Project -** Students select a recent, modern-day labor dispute (strike, contract dispute,	

etc.) and role play as the two sides involved: labor and capital. They engage with the press and each other through public statements and private negotiations to simulate a real dispute between employer and labor. **Document-Based Question -** Students apply learning from the unit to a Document-Based Question (DBQ) based on College Board DBQ standards/rubric.	

Grade(s)	10
Unit Title and Purpose	**Unit 7: 1890-1945**
Timeframe	6 weeks

Vision of the Graduate

Problem Solver: Students attempt to resolve lingering historical and political questions and issues through sourcing and analysis of documents representative of multiple perspectives.

Unit Priority Standards

US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.
US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.

Unit Supporting Standards

US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

Essential Questions

Does imperialism require conquest? What is the difference between the two?

What responsibilities does a government have to the people of territories it occupies by force?

Is it possible to achieve peace without victory in a conflict? Must every international conflict have a victor?

What is progress? Who defines it, and how is it achieved?

Can Constitutional rights be suspended in times of crisis or emergency?

Do cultural changes universally indicate progress?

Who is responsible for a nation's economy? The government, the wealthy, or the people?

What responsibility does a government have towards the material needs of its citizenry?

Can neutrality be morally correct in times of conflict?

Who does war hurt, and who does it benefit?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Evaluate the justifications and reasonings for Imperialist expansion at the turn of the century and its effect on indigenous populations of the imperialized territories. 2. Describe the changes and reforms achieved during the Progressive Era, and compare and contrast these reforms to activists movements of the present day. 3. Analyze the characteristics and causation of the United States' entry into World War I. 4. Analyze and explain the domestic impacts of World War I during and after the conflict. 5. Apply knowledge of cultural changes to demonstrate understanding of the extent to which the 1920s truly shifted American moral and social values. 6. Gather information from multiple sources to analyze the various causative factors that lead to economic depression and recession using a multidisciplinary lens. 7. Evaluate the effectiveness of various types of government interventions and non-interventions in providing aid in times of crisis. 8. Analyze and explain how domestic efforts to support the war contribute to overall war efforts, and the importance of a united homefront in times of war.	1. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world. 2. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures. 3. Popular culture grew in influence in US society, even as debates increased over the effects of culture on public values, morals, and American national identity. 4. World War I and its aftermath intensified ongoing debates about the nation's role in the world and how to best achieve national security and pursue American interests. 5. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining goals and ideas of modern American Liberalism. 6. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Primary Source Analysis - Students conduct HIPP analysis (Historical Context, Intended Audience, Purpose, Point of View) on each of the primary sources below over the course of the unit. Students then use each source to answer and support their answers to one or multiple essential questions and conduct daily classroom discussions. Source analysis and discussion will be conducted on a nearly daily	● Gilder Lehrman Institute Period 7 Resources ● DPLA Source Set: Immigration through ● Angel Island ● DPLA Source Set: Second Ku Klux Klan and the Birth of a Nation ● DPLA Source Set: Fake News in the 1890s: Yellow Journalism ● DPLA Source Set: Treaty of Versailles and the

basis in class, and may not be limited to the sources below.

- Cartoon, "Roosevelt the Bear Tamer" by Clifford Berryman, 1909
- Speech, "New Nationalism" by Theodore Roosevelt
- Speech, "The Square Deal" by Theodore Roosevelt, 1903
- Speech, "Conservation as a National Duty" by Theodore Roosevelt, 1908
- *The Jungle* by Upton Sinclair, 1904
- *The History of the Standard Oil Company* by Ida Tarbell, 1904
- Cartoon, "Bosses of the Senate" by Joseph Keppler, 1889
- 17th, 18th 19th, and 20th Amendments
- *The Shame of Cities* by Lincoln Steffens, 1904
- "How I Became a Socialist" by Eugene V. Debs
- Speech, "The Working Woman's Need of the Ballot" by Florence Kelley, 1898
- Graph, "Immigration from 6 countries with at least one decade of 1 million or more immigrants, 1820-2013," University of North Carolina.
- Cartoon, "The Hyphenated American" by J.S. Pughe, 1899
- Selected images from *How the Other Half Lives* by Jacob Riis, 1890
- "The Souls of Black Folk" by W.E.B. DuBois, 1908
- Speech, "The Atlanta Compromise" by Booker T. Washington, 1895
- "The Subjective Necessity for Social Settlements" by Jane Addams, 1892
- *The Melting Pot* by Israel Zangwill, 1908
- *Christianity and the Social Crisis* by Waler Rauschenbusch, 1907
- "The White Man's Burden" by RUdyard Kipling, 1899
- "The United States Looking Outwards" by Alfred T. Mahan, 1890

End of World War I

- DPLA Source Set: World War I: America Heads to War
- DPLA Source Set: Immigration and Americanization
- DPLA Source Set: Settlement Houses in the Progressive Era
- DPLA Source Set: Ida B. Wells and Anti-Lynching Activism
- DPLA Source Set: Environmental Preservation in the Progressive Era
- DPLA Source Set: The Great Migration
- DPLA Source Set: The New Woman
- DPLA Source Set: Visual Art During the Harlem Renaissance
- DPLA Source Set: The Spanish-American War
- DPLA Source Set: The Scopes Trial
- DPLA Source Set: Women's Suffrage: Campaign for the Nineteenth Amendment
- DPLA Source Set: The Panama Canal
- DPLA Source Set: Japanese-American Internment During World War II
- DPLA Source Set: The New Deal
- DPLA Source Set: World War II: Women on the Homefront
- The American Yawp Reader: American Empire
- The American Yawp Reader: The Progressive Era
- The American Yawp Reader: World War I and its Aftermath
- The American Yawp Reader: The New Era
- The American Yawp Reader: World War II
- EDSITEment Teacher Resources

• "Remember the Maine" by Arthur H. MacOwen, 1898 • Teller Amendment, 1898 • Cartoon, "The Big Type War of the Yellow Kids" by Leon Barritt, 1898 • Treaty of Paris (between United States and Spain), 1898 • *Downes v. Bidwell* Majority Opinions, 1901 • "The War Prayer" by Mark Twain, 1904 • "The Philippine Question" by William James, 1903 • Open Door Note by John Hay, 1899 • Cartoon, "China - the cake of kings and… of emperors," 1898 • Letter from Liluokalani, Queen of Hawaii to U.S. House of Representatives, 1898 • Hay-Pauncefote Treaty, 1901 • The "Roosevelt Corollary" by Theodore Roosevelt, 1904 • "The New Freedom" by Woodrow Wilson, 1913 • Declaration of Neutrality by Woodrow Wilson, 1914 • Zimmermann Telegram, 1917 • War Message to Congress by Woodrow Wilson, 1917 • "The Fourteen Points" by Woodrow Wilson, 1918 • The Espionage Act, 1917 • The Sedition Act, 1918 • "Trial and Speech" by Emma Goldman, 1917 • "The Case Against the Reds" by A. Mitchell Palmer, 1920 • "The Trail of the Terrorist Bomb" on the *New York Tribune,* 1919 • State of the Union by Warren Harding, 1922 • "The Klan's Fight for Americanism" by Hiram Evans, 1926 • "Creed of Klanswomen," 1915 • "Cranks and Freaks Flock to Dayton" on *The New York Times,* 1925	

• Cartoon, “The Descent of the Modernists” by E.J. Pace, 1924 • Images of River Rouge Ford, ca. 1920s • “Radio’s Real Uses” by E.E. Free, 1926 • “A Flapper’s Appeal to Parents” by Ellen Welles Page, 1922 • Selected headlines from “Lucky Lindy’s” flight, 1927 • *The New Negro* by Alain Locke, 1921 • “Explanation of the Objects of the Universal Negro Improvement Association” by Marcus Garvey, 1921 • Graph, Dow Jones Industrial Average from January 1920 to December 1955, sourced from *Statista* • Graph, U.S. Average Tariff Rates (1821-2016), sourced from the U.S. International Trade Commission • Speech, “Rugged Individualism” by Herbert Hoover, 1928 • Images of “Hoovervilles,” ca. 1930s • Interview with Jim Sheridan on the Bonus March, 1970 • Speech, “Every Man a King” by Huey P. Long” • First Inaugural Address of Franklin D. Roosevelt, 1933 • *Merchants of Death* by H.C. Engelbrecht, 1934 • Speech, “Quarantine” by Franklin D. Roosevelt, 1937 • Cartoon, “The Old Man of the Sea” by Dr. Seuss, 1941 • Lend-Lease Act, 1941 • Address to Congress by Franklin D. Roosevelt, the “Infamy Speech,” 1941 • Executive Order 9066, 1942 • *Korematsu v. United States* Majority Opinion, 1944 • Pamphlet, “Double Trouble: What to do about inflation and deflation,” 1945 • Executive Order 8802 • The Atlantic Charter, 1941	

• Transcript of Press Conference at Casablanca, 1943 • Order of the Day - D-Day by Dwight Eisenhower, 1944 • Yalta Conference Declaration, 1945 • Selected images from Battle of Berlin, 1945 • Surrender of Germany, 1945 • POW Accounts of the Bataan Death March, R.H. Knapp and A.C. Hopper • Image, “Raising the Flag on Iwo Jima” by Joseph Rosenthal, 1945 **Secondary Source Analysis** - Students critically analyze the perspectives of each historian in the secondary source essays below and use these perspectives to support their answers to essential questions and their participation in classroom discussion. • “Empire Builders” by Robert W. Cherny • “The US in China” by Warren Cohen • “The Politics of Reform” by Julie Des Jardins • “Women in American Politics in the 20th Century” by Sara Evans • “The Progressive Era to the New Era, 1900-1929” by Daniel Rodgers • “World War I” By Jennifer D. Keene • “America’s Role in the World” by Michael Neiberg • “The Roaring Twenties” by Joshua Zeitz • “Motor City: The Story of Detroit” by Thomas Sugrue • “The Great Depression” by David Kennedy • “The New Deal” by Thomas Kessner • “Jim Crow and the Great Migration” by Jonathan Scott Holloway • “The US Banking System” by Richard Sylla • “World War II” by Kenneth T. Jackson • “The World War II Home Front” by Allan M. Winkler • “From Citizen to Enemy” by Julie Des Jardins	

Annexation of Hawai'i - Students utilize the Library of Congress' digital database to search for primary sources from multiple perspectives to answer the question: Did Native Hawai'ians support the annexation of Hawai'i by the United States? **Debate over the League of Nations -** Students explore the perspectives of U.S. politicians on the League of Nations, from Internationalists to Irreconcilables, and analyze writings and addresses from representatives of each group. **Autopsy of the Great Depression -** Students investigate the root causes of the Great Depression by conducting an "autopsy" and determining the "cause of death" through their findings. **Japanese-American Incarceration -** Students form and test multiple hypotheses answering the question: Why were Japanese-Americans incarcerated during World War II? They analyze primary sources to corroborate or refute their hypotheses to form a final answer to the question. **(Re)Evaluating the Atomic Bomb -** Students compare and contrast the "pro-bomb" and "anti-bomb" perspectives on the atomic bomb through analysis of four different primary sources. **Long Essay Question -** Students apply learning from the unit to a Long Essay Question (LEQ) based on College Board LEQ standards/rubric.	

Grade(s)	10
Unit Title and Purpose	**Unit 8: 1945-1980**
Timeframe	3 weeks

Vision of the Graduate

Communicator: Students communicate through multiple forms of media original constructed arguments on historical issues.

Unit Priority Standards

US.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Unit Supporting Standards

US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.
US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

Essential Questions

How is one's worldview shaped by their upbringing and national background?

Why are ideas and ideologies worth fighting for, or not?

Why conform? Why defy?

How does where you're from change who you are?

What does it mean to be anti-American?

Is deception by the government to its people and to the world ever justifiable?

Do citizens have an obligation to support and fight for their country?

What does a truly prosperous and flourishing society look like?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts

1. Present arguments that feature multiple perspectives on the nature of the "postwar prosperity" in the United States, its culture of conformity, and which groups were excluded from this prosperity. 2. Construct explanations on the ideological and political origins of the Cold War, taking into account the differences in perception and reality of political systems. 3. Reconcile the ideological and democratic motivations of the United States during the Cold War with its domestic actions and actions on the ground during armed conflicts. 4. Apply understanding of United States politics to an understanding of the trajectory of the Cold War, from escalation to de-escalation. 5. Make claims on the protests movements of the 1960s and 1970s and organize evidence to support these claims. 6. Analyze and explain the cultural, political, and economic shifts of the 1970s and their impact on the people and governance of the United States, using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence.	1. United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system. 2. Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties. 3. New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. 4. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years. 5. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Primary Source Analysis - Students conduct HIPP analysis (Historical Context, Intended Audience, Purpose, Point of View) on each of the primary sources below over the course of the unit. Students then use each source to answer and support their answers to one or multiple essential questions and conduct daily classroom discussions. Source analysis and discussion will be conducted on a nearly daily basis in class, and may not be limited to the sources below. ● United Nations Charter, 1945 ● Cartoon, "The Bird Watcher" by Ernest Howard Shepard, 1948 ● Speech, "The Marshall Plan" by George C. Marshall, 1947	● Gilder Lehrman Institute Period 8 Resources ● DPLA Source Set: Space Race ● DPLA Source Set: Stonewall ● DPLA Source Set: Voting Rights Act of 1965 ● DPLA Source Set: Lyndon Johnson's Great Society ● DPLA Source Set: Busing & Beyond ● DPLA Source Set: Feeding the Hungry with Food Stamp Programs ● DPLA Source Set: Rock 'n' Roll ● DPLA Source Set: The Impact of Television on News Media ● DPLA Source Set: Postwar Rise of the Suburbs ● DPLA Source Set: The Black Power Movement ● DPLA Source Set: The Equal Rights

• Cartoon, “Once Past the Commissionaire…” by Leslie G. Illingworth, 1948 • Speech, “The Truman Doctrine” by Harry Truman, 1947 • The North Atlantic Treaty (NATO), 1949 • Statement on the Signing of the GI Bill, Franklin D. Roosevelt, 1944 • Selected images of Levittown, PA, ca. 1959 • Advertisement, “With a small down payment, your rent money will buy a home,” ca. 1950 • Map of Hartford and West Hartford, “Residential Security Map” by The Price & Lee Co., 1937 • Cartoon, “They can’t keep you out for being Black, but they might decide your money isn’t green enough,” 1971 • Speech, “Fair Deal” by Harry Truman, 1949 • Cartoon, “Taft-Hartley Act” by James Berryman, 1947 • Graph, “United States Birth Rate 1909-2009” • Selected 1950s Advertisements, ca. 1950s • “Special Message to Congress Regarding a National Highway Program” by Dwight Eisenhower, 1955 • Map, “National System of Interstate and Defense Highways,” 1958 • *Brown v. Board of Education of Topeka* Majority Opinion, 1954 • Personal Notes of Rosa Parks, “Life in Montgomery, AL,” ca. 1958 • National Security Council Memorandum Number 68, 1950 • Statement by North Korea’s invasion of South Korea by Harry Truman, 1950 • Telegram from Josef Stalin to Mao Zedong, 1952 • Speech, “Communists in Government Service” by Joseph McCarthy, 1950 • Cartoon, “I have here in my hand…” by Herbert Block, 1954	Amendment • DPLA Source Set: ACT UP and the AIDS Crisis • The American Yawp Reader: The Cold War • The American Yawp Reader: The Affluent Society • The American Yawp Reader: The Sixties • The American Yawp Reader: The Unraveling • Learning for Justice: Teaching the Civil Rights Movement • National Constitution Center: Classroom Resources for Civil Rights

• Transcript of testimony of Paul Robeson before the House Un-American Activities Committee, 1956 • Cartoon, “Awake at Last?” by Edwin Marcus, 1957 • “The Kitchen Debate” of Richard Nixon and Nikia Khrushchev, 1959 • Speech, “We Choose to go to the Moon” by John F. Kennedy, 1962 • Statement on the Bay of Pigs Invasion by John F. Kennedy, 1961 • Selections from letters between Kennedy and Khrushchev on the Cuban Missile Crisis, 1962 • Gulf of Tonkin Resolution, 1964 • Cartoon, “Stick ‘em up!” by Ed Valtman, 1964 • Speech, “Beyond Vietnam” Martin Luther King, Jr., 1967 • *Tinker v. Des Moines* Majority Opinion, 1969 • Announcement of Visit to China by Richard Nixon, 1971 • Selected images from the evacuation of Saigon, 1975 • Remarks on Nixon’s Impeachment by Rep. Barbara Jordan, 1974 • Statement of Purpose, Student Nonviolent Coordinating Committee, 1960 • Freedom Summer Recruitment Flyer, ca. 1964 • Missing Persons Poster, Andrew Goodman, James Earl Chaney, Michael Henry Schwerner, 1964 • Speech, “The Great Society” by Lyndon B. Johnson, 1964 • Speech, “The Ballot or the Bullet” by Malcolm X, 1964 • “4 Policemen Hurt in Village Raid” from *The New York Times*, 1969 • Flyer for Christopher Street Liberation Day 1970 • Poster, “Silence = Death,” 1987 • Proposed Equal Rights Amendment, 1972 • Letter to Patricia Lindh from Phyllis Schlafly, 1974	

• Statement, "All Our Problems Stem from the Same Sex Based Myths" by Gloria Steinem, 1970 • *The Feminine Mystique* by Betty Friedan, 1963 • Statement of Purpose, National Organization for Women, 1966 • *Roe v. Wade* Majority Opinion, 1973 • Speech, "I Have a Dream" by Martin Luther King, Jr., 1963 • Graph, "Imported Crude Oil Costs, 1968-2006." • Cartoon, "It Gets Into Everything…" by Herbert Block, 1979 • Speech, "Malaise" by Jimmy Carter, 1979 • Cartoon, "Who's in Charge Here?" by Herbert Block, 1979 • "U.S. Embassy Seized, Hostages Held in Iran" from *The San Diego Union*, 1979 • Address to the nation on the failed rescue attempt of Iranian hostages, 1980 **Secondary Source Analysis** - Students critically analyze the perspectives of each historian in the secondary source essays below and use these perspectives to support their answers to essential questions and their participation in classroom discussion. • "Anti-communism in the 1950s" by Wendy Wall • "Cold War, Warm Hearth" by Elaine Tyler May • "The Fifties" by Alan Brinkley • "The Korean War" by Allan R. Millett • "Postwar Politics and the Cold War" by Jeremi Suri • "The United States and the Space Race" by James Spillar • "The Vietnam War and the My Lai Massacre" by George C. Herring • "The Consequences of Defeat in Vietnam" by Mark Atwood Lawrence • "The Seventies" by Judith Stein	

● "Civil Rights Leadership and the 1964 Civil Rights Act" by Clarence Taylor ● "The Sixties" by Harvard Sitkoff ● "The Civil Rights Movement" by Taylor Branch ● "People Get Ready" by Brian Ward **Who Started the Cold War? -** Students read, analyze, and organize evidence through primary sources in support of an original argument assigning "blame" for the origin of the Cold War. **The Anti-Vietnam War Movement -** Students make claims and hypotheses on the reasoning and motivations of the Anti-War movement in the 1960s, and gather and organize evidence through primary sources to corroborate, refute, or revise their claims. **McCarthy Advertisement Project -** Students construct arguments for or against the re-election of Joseph McCarthy, and create a video advertisement campaigning for their argument. **Energy Crisis Political Cartoon Analysis -** Students decode and study various political cartoons about the 1970s energy crisis to assess the impact of the energy crisis on the American people, culture, and economy. **Document-Based Question -** Students apply learning from the unit to a Document-Based Question (DBQ) based on College Board DBQ standards/rubric.	

Grade(s)	10
Unit Title and Purpose	**Unit 9: 1980-Present**
Timeframe	2 weeks

Vision of the Graduate

Collaborator: Students collaborate to reach a compromise or agreement on matters facing the country in the modern age.

Unit Priority Standards

US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).

Unit Supporting Standards

US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Essential Questions

Who and what do politicians represent, if not the people?

How do technology and innovation both enable and disable progress?

Must all things be equal and equitable, in a country and in the world? Is this equality and equity attainable?

How do the present and future continue to be shaped by events of the past?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Construct arguments on the emergence of the New Right and New Conservatism, sourcing from multiple types of media to strengthen their arguments.	1. A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following

2. Evaluate and refine claims and counterclaims regarding the political shifts of the late 20th century. 3. Gather information from sources to form arguments on the impact of the innovations of the Digital Age on the United States and the world. 4. Appraise the role and position of the United States as a world power in the modern age and critique arguments in favor of and in opposition to the United States' worldwide presence.	decades. 2. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased. 3. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. 4. The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. 5. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Primary Source Analysis - Students conduct HIPP analysis (Historical Context, Intended Audience, Purpose, Point of View) on each of the primary sources below over the course of the unit. Students then use each source to answer and support their answers to one or multiple essential questions and conduct daily classroom discussions. Source analysis and discussion will be conducted on a nearly daily basis in class, and may not be limited to the sources below. ● Republican Nomination Acceptance Speech by Barry Goldwater, 1964 ● First Inaugural Address of Ronald Reagan, 1981 ● Video, Reagan's Address to the Nation on Federal Tax Reduction Legislation, 1981 ● Graph, "Inflation and Oil Price, 1969-1989," courtesy of the Federal Reserve Bank of St. Louis ● Graph, "Annual Percent Change in GDP, 1973-1988," courtesy of the Federal Reserve Bank of St. Louis ● "Republican Contract with America" by the Republican National Committee, 1994 ● Cartoon, "The Gods are Angry" by Herbert Block, 1981	● Gilder Lehrman Institute Period 8 Resources ● DPLA Source Set: Rise of Conservatism in the 1980s ● DPLA Source Set: Attacks on American Soil ● The American Yawp Reader: The Triumph of the Right ● The American Yawp Reader: The Recent Past ● EDSITEment Teacher Resources

• Cartoon, “Mistakes Were Made” by Herbert Block, 1986 • Reagan’s Remarks at the Annual Convention of the National Association of Evangelicals, 1983 • Letter, “The Homosexual Revolution” by Jerry Falwell, 1981 • “Report to Congress on the Strategic Defense System Architecture,” 1987 • “Joint Soviet-United States Statement of the Summit at Geneva,” 1985 • Oslo ACcords, 1993 • State of the Union by Bill Clinton, 2000 • “Dot-Com Boom Makes S.F. a War Zone” by John Glionna from the *Los Angeles Times*, 2000 • “The New Whiz Kids: Why Asian Americans are doing so well, and what it costs them” by David Brand, 1987 • “Bilingual Education: Does it work?” by Sarah Glazer, 1988 • Address to Joint Session of Congress by George W. Bush, 2001 • “Statement on the Anti-Terrorism Bill” by Russ Feingold, 2001 **Secondary Source Analysis** - Students critically analyze the perspectives of each historian in the secondary source essays below and use these perspectives to support their answers to essential questions and their participation in classroom discussion. • “The Age of Reagan” by Gil Troy • “Iran and the United States in the Cold War” by Malcolm Byrne • “Ronald Reagan and the End of the Cold War” by Michael Cox • “Economic Policy through the Lens of History” by Roger E.A. Farmer • “In the Name of America’s Future” by Maddalena Marinari	

● "Policy, Mexican Americans, and Undocumented Immigrants" by Eladio Bobadilla ● "Facing the New Millenium" by Michael Flamm ● "September 11, 2001" by The National September 11 Memorial & Museum **Reflecting on 9/11: National Security and Civil Liberties -** Students engage in a scholarly debate on the matter of prioritizing national security or civil liberties in the wake of the September 11 attacks. Utilizing the resources from the National September 11 Memorial & Museum, students will be put into pairs to reach a compromise. **<u>Long Essay Question</u> -** Students apply learning from the unit to a Long Essay Question (LEQ) based on College Board LEQ standards/rubric.	