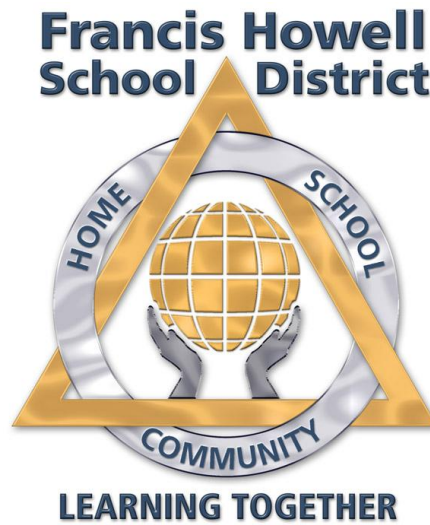


# AP United States History Social Studies Curriculum



**Board Approved: February 16, 2017**

# Francis Howell School District

## Mission Statement

Francis Howell School District is a learning community where all students reach their full potential.

## Vision Statement

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

## Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
- Operating safe and well-maintained schools
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing character and leadership

## Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

## Philosophy

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators, following definition:

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

- Civics: To develop responsible citizens who possess commitment to the values and principles that is necessary to the preservation and improvement of American constitutional democracy.
- Government: To provide students with an understanding of the development, purpose and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
- History: To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of United States’ past develops an appreciation of our nation’s heritage and builds an enduring legacy for posterity.
- Geography: To develop the ability to utilize, analyze, and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environment interact.
- Economics: To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies.

### **AP United States History Course Rationale**

Students understand the present more thoroughly when they understand the roots of today's world in light of their knowledge of the past. United States History provides the historical context for the growth of our nation including, but moving beyond, significant names, dates, and events, to a larger view of the ideals, attitudes, values, beliefs, and expectations that characterize our democratic nation, how these developed over time, and their meaning for citizens in today's global society.

### **AP United States History Course Description**

The AP United States History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth.

### **AP United States History Board Approved Textbook**

Title: *America's History*, 8th Edition, by Henretta, Hinderaker, Edwards, Self  
Publisher: Bedford St. Martin's  
ISBN: 978-1-4576-2893-1  
Replacement Cost: \$125.00

### **Curriculum Writing Committee**

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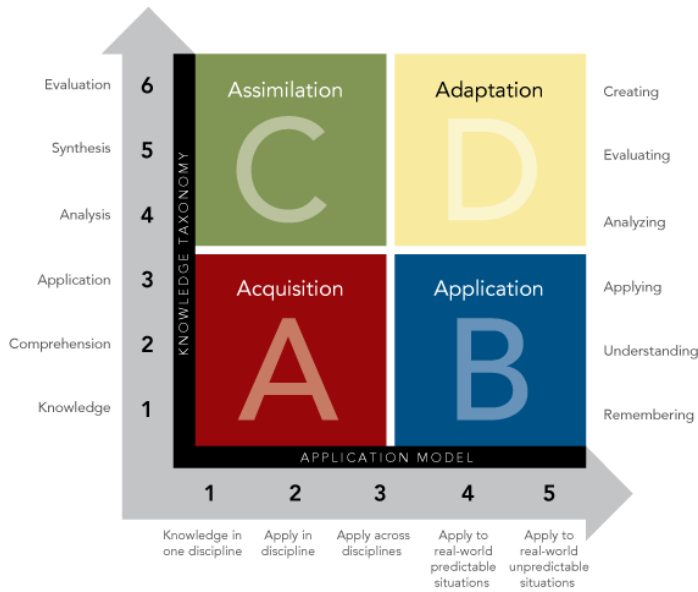
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# Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

## ***Rigor and Relevance Framework***

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

## **21st Century Skills**

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

## **Standards**

Standards aligned to this course can be found:

**AP United States History Course and Exam Description Including the Curriculum Framework**  
[AP United States History Course and Exam Description](#)

**National Educational Technology Standards**  
<http://www.iste.org/standards/standards/for-students-2016>

# AP United States History Thematic Learning Objectives

The content learning objectives for the AP U.S. History course and exam are organized under seven themes, which are topics of historical inquiry to explore throughout the AP U.S. History course. All questions on the AP U.S. History Exam will measure student understanding of the specified thematic learning objectives.

## **American and National Identity (NAT)**

This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

## **Politics and Power (POL)**

This 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.

## **Work, Exchange, and Technology (WXT)**

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

## **Culture and Society (CUL)**

This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

## **Migration and Settlement (MIG)**

This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

## **Geography and the Environment (GEO)**

This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.

## **America in the World (WOR)**

This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

## AP United States History Historical Thinking Skills

Skill Type	Historical Thinking Skills
<b>I. Analyzing Historical Sources and Evidence</b>	Content and Sourcing (primary sources)
	Interpretation (secondary sources)
<b>II. Making Historical Connections</b>	Comparison
	Contextualization
	Synthesis
<b>III. Chronological Reasoning</b>	Causation
	Patterns of Continuity and Change Over Time
	Periodization
<b>IV. Creating and Supporting an Argument</b>	Argumentation
	Using Evidence to Support an Argument



## AP United States History Transfer Goal and Understandings

**Transfer Goal:** Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

### **Understandings:**

“Students will understand...”

1. how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities.
2. how different economic and labor systems, technological innovations, and government policies have shaped American society.
3. migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America.
4. the mechanisms for creating, implementing, or limiting participation in the political process and the resulting effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments.
5. that various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies.
6. the interaction between the environment and Americans in their efforts to survive and thrive.
7. the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions.

## AP United States History Course Map

Sem	Unit Description	Unit Timeline	Performance Event (PE) Summary	PE Thematic Learning Objectives
1	<b>Period 1</b> On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.	<b>2 Weeks</b>	Short-answer questions will directly address one or more of the thematic learning objectives for the course. Questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian’s argument, non-textual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.	<b>MIG 1.0</b> <b>GEO 1.0</b> <b>WOR 1.0</b>
1	<b>Period 2</b> Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.	<b>4 Weeks</b>	Short-answer questions will directly address one or more of the thematic learning objectives for the course. Questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian’s argument, non-textual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.	<b>NAT-1.0</b> <b>WXT-2.0</b> <b>MIG-1.0</b> <b>MIG-2.0</b> <b>GEO-1.0</b>
1	<b>Period 3</b> British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with	<b>4 Weeks</b>	Using a modified version of the released Document-Based Question (DBQ) from the 1999 AP Test, students will demonstrate their understanding of writing an effective thesis statement. Drawing from their knowledge gained on the topic of the DBQ from outside readings and class discussions, along with their analysis of primary source documents contained within the DBQ,	<b>NAT 1.0</b> <b>POL 2.0</b> <b>CUL 4.0</b>

	struggles over the new nation's social, political, and economic identify.		<p>students will formulate a strong thesis. Students will also be expected to demonstrate their understanding of the historical thinkings skills of continuity and change over time and historical argumentation.</p> <p>Essay Prompt: Evaluate the extent to which events during the period of 1750-1776 contributed to the development of an American identity and a sense of unity among the colonists by the eve of the Revolution.</p>	
<b>1</b>	<p><b>Period 4</b></p> <p>The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.</p>	<b>4 Weeks</b>	<p>Students will be writing a long essay question (LEQ) from Period 4. The prompt is:</p> <p>Compare and contrast the Jacksonian Democratic Party and the Whig Party of the 1830s and 1840s. Focus on TWO of the following:</p> <ul style="list-style-type: none"> <li>• The role of the federal government in the economy</li> <li>• Social reform</li> <li>• Westward expansion</li> </ul>	<p><b>NAT-1.0</b>  <b>POL-1.0</b>  <b>POL-2.0</b>  <b>POL-3.0</b></p>
<b>1</b>	<p><b>Period 5</b></p> <p>As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war-the course and aftermath of which transformed American society.</p>	<b>4 Weeks</b>	<p>Short-answer questions will directly address one or more of the thematic learning objectives for the course. Questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, non textual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.</p>	<b>NAT 2.0</b>
<b>2</b>	<p><b>Period 6</b></p> <p>The transformation of the United States from an agricultural to an increasingly industrialized and</p>	<b>4 Weeks</b>	<p>Students will be writing a DBQ essay using the released DBQ from the College Board's practice exam questions covering periods 6 through 9 (Spring 2015). The essay prompt is: Evaluate the extent of change and continuity in the lives of African</p>	<p><b>CUL-4.0</b>  <b>MIG-2.0</b>  <b>GEO-1.0</b>  <b>WOR-1.0</b></p>

	urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.		Americans in the South during the period 1865 to 1905.	
<b>2</b>	<b>Period 7</b> An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.	<b>4 Weeks</b>	<i>Long Essay Question</i> - Students will write a long essay answering the following prompt: Evaluate the extent to which United States participation in the First World War (1917-1918) marked a turning point in the nation's role in world affairs. ( <i>Periodization Essay</i> )	<b>POL-3.0</b> <b>WOR-2.0</b>
<b>2</b>	<b>Period 8</b> After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.	<b>4 Weeks</b>	<i>Long Essay Question</i> - This essay prompt will also require students to use their knowledge of Periods 5 and 7 in addition to Period 8. The prompt is: Compare and contrast the impact of religion on the United States in the antebellum period (1800-1860) and in the second half of the twentieth century (1945-2000).	<b>NAT-1.0</b> <b>CUL-1.0</b> <b>CUL-2.0</b> <b>POL-2.0</b>
<b>2</b>	<b>Period 9</b> As the United States 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.	<b>2 Weeks</b>	A short-answer question will directly address one or more of the thematic learning objectives for the course. Questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, non textual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.	<b>WXT-3.0</b> <b>WOR-2.0</b>

Final Exams for this course can be accessed by APUSH teachers only at this [link](#).

## Period 1: 1491-1607

<b>Content Area: Social Studies</b>	<b>Course: AP United States History</b>	<b>Period 1: 1491-1607</b>
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<b>Unit Description:</b> On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.	<b>Unit Timeline: 2 weeks</b>
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### DESIRED Results

**Transfer Goal - *Students will be able to independently use their learning to...***

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

“Students will understand...”

1. how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities.
2. how different economic and labor systems, technological innovations, and government policies have shaped American society.
3. migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America.
5. that various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies.

**Essential Questions: *Students will keep considering...***

- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
- Why have people migrated to, from, and within North America?
- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

## Period 1 Standards

Students will know.....	Thematic Learning Objective	Students Will Be Able to.....	Thematic Learning Objective
<p><b>Key Concept 1.1:</b> 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.</p>		<p><b>AP US History Thematic Learning Objectives</b> Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.</p>	WXT-1.0
<p>I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.</p>	MIG-2.0 <b>GEO-1.0</b>	<p>Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.</p>	WXT-2.0
<p><b>Key Concept 1.2:</b> 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.</p>		<p>Analyze how technological innovation has affected economic development and society.</p>	WXT-3.0
<p>I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.</p>	WXT-2.0 WXT-3.0 <b>WOR-1.0</b>	<p>Explain how religious groups and ideas have affected American society and political life.</p>	CUL-1.0
<p>II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.</p>	<b>MIG-1.0</b> WXT-1.0 <b>GEO-1.0</b>	<p>Explain how ideas about women's rights and gender roles have affected society and politics.</p>	CUL-3.0

<p>III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.</p>	<p>CUL-1.0 CUL-3.0 CUL-4.0 <b>WOR-1.0</b></p>		<p>Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.</p>	<p>CUL-4.0</p>
			<p><b>Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.</b></p>	<p><b>MIG-1.0</b></p>
			<p>Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</p>	<p>MIG-2.0</p>
			<p><b>Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</b></p>	<p><b>GEO-1.0</b></p>
			<p><b>Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.</b></p>	<p><b>WOR-1.0</b></p>



**EVIDENCE of LEARNING**

<p><u>Understandings</u></p> <p>3, 5</p>	<p><u>Thematic Learning Objectives</u></p> <p><b>MIG 1.0</b> <b>GEO 1.0</b> <b>WOR 1.0</b></p>	<p><b>Unit Performance Assessment:</b>  <b>Description of Assessment Performance Task(s):</b> Short-answer questions will directly address one or more of the thematic learning objectives for the course. Questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian’s argument, non textual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.</p> <p><b>Writing Prompt:</b>                  Answer a, b, and c                  A. Briefly explain ONE important similarity between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.                  B. Briefly explain ONE important difference between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.                  C. Briefly explain ONE way in which the difference you indicated in B contributed to the development of Spanish and English colonial societies.</p> <p>Student Handout: Period 1 SAQ Performance Event</p> <p><b>Teacher will assess:</b> Students’ ability to accurately identify and analyze examples of historical evidence relevant to the source or questions.</p> <p>Rubric: Use Short Answer #2 rubric to score this assessment.                  College Board Rubric for 2016 AP Test</p> <p><b>Performance:</b>  <b>Mastery:</b>  <i>Students will show that they really understand when they earn 2 out of 3 points on each Short Answer question.</i></p>	<p><u>Historical Thinking Skills</u></p> <p>Historical Causation</p> <p>Comparison</p> <p>Historical Argumentation</p> <p>Appropriate Use of Relevant Historical Evidence</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><b>21C</b> Critical Thinking</p>
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**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Thematic Learning Objectives</u>	<u>Major Learning Activities:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant/21C:</u>
1	<b>WOR-1.0</b>	<p><b>Silas Deane Reading</b></p> <p><b>Objective:</b> Students will understand how perspective affects the study of history.</p> <p><b>Instructional Activity:</b> Students will read and annotate the passage. Annotating strategies that focus students’ thinking as they read might include Focused Reading or 3 Sentence Summary after certain chunks. Then, students work in small groups of three or four to discuss this account of the death of Silas Deane. Each group develops a brief yet compelling theory as to how Deane died. Each group will informally present their theory to the class and conclude with a class discussion.</p> <p><b>Link to Resource:</b> <a href="#">Silas Deane Document</a></p>	Contextualization Interpretation	C  Critical Thinking
1, 3, 5	<b>WOR-1.0</b> <b>CUL-4.0</b> <b>MIG-1.0</b>	<p><b>Cultures Meet and Collide Activity</b></p> <p><b>Objective:</b> Students will understand the political, social, and economic characteristics of Native American societies in the pre-1607 period, and how these societies were impacted by the arrival of Europeans.</p> <p><b>Instructional Activity:</b> Before you begin, have student imagine what the Americas looked like before Columbus. What would they see? What did the landscape and the people look like? What did they do? Were there any similarities between America and Europe? Then, use information from the curriculum module to challenge or confirm what they imagined (pages 14 and 15). Students read and analyze specific readings to prepare for the next day’s discussion. (reading set #1)</p> <p>Students read several accounts of Columbus’ discovery of the “new world” and his</p>	Interpretation  Comparison	C  Critical Thinking

		<p>initial reactions with Native Americans; this builds on their learning of how history is interpreted and constructed in various ways. Students rotate readings (reading set #2) and having read and discussed the similarities and differences among these accounts, students identify factors that account for the differences (e.g., historical context, culture) on an online platform such as Schoology, Google Classroom, Padlet, or Google Doc. We discuss each group’s analysis to create a class list of factors that can lead to different interpretations of the past.</p> <p>Exit Slip-Explain your opinion of how we should view Columbus.</p> <p><b>Links to Handouts &amp; Resources:</b> Appendix Documents: <a href="#">Curriculum Module</a></p> <p>Reading Set #1: <a href="#">Christopher Columbus Discovers America, 1492</a> <a href="#">Columbus Day Sparks Debate over Explorer's Legacy</a></p> <p>Reading Set #2 <a href="#">A Cultivated World</a> <a href="#">How Columbus Sailed into US History</a></p>		
1, 3	<b>MIG-1.0</b> <b>WXT-1.0</b> <b>GEO-1.0</b>	<p><b>Columbian Exchange Activity</b></p> <p><b>Objective:</b> Students will analyze the impact of the Columbian Exchange on Europe, Africa, and the New World</p> <p><b>Instructional Activity:</b> Students will look at the map in the textbook on page 44. This map shows the movement of food, diseases, animals, etc. through the Columbian Exchange. Determine the “winners” and “losers” in the Columbian Exchange Contest, determining which area of the world benefitted most. Students will also determine one element (other than disease) that had the most profound impact on Africa, Europe, and the New World.</p> <p>What were the goals of the nations who were exploring and colonizing the New World? Students will use their textbooks to find information on Spain, Portugal, France, the Netherlands, and England. (chapters 1 and 2) How did Europeans view colonization? Students will read either Sepulveda or Las</p>	Contextualization  Patterns of Continuity and Change over Time  Comparison  Appropriate Use of Relevant Historical Evidence	C  Critical Thinking

		<p>Casas to answer this question. Then, the class will discuss the different viewpoints found in these primary sources.</p> <p>This lesson will end with students discussing whether the changes resulted in acceptance, resistance, accommodation, or a combination of these via Socratic seminar or fishbowl.</p> <p>Appendix Documents:</p> <p>Kennedy and Bailey, vol 1, “Juan Gines de Sepulveda Belittles the Indians (1547)”;  “Bartoleme de Las Casas Defends the Indians (1552)”;</p> <p><b>Link to Resource:</b> <a href="#">Sepulveda and Las Casas Readings</a></p>		
1, 2, 3, 5	WXT-2.0 WXT-3.0 <b>WOR-1.0</b>	<p><b>Explaining Causation: The Atlantic System and Colonial Development</b></p> <p><b>Objective:</b> Students will examine the underlying causes of colonial development, focusing on how the Atlantic System impacted America economically, culturally, and America’s place in the world context.</p> <p><b>Instructional Activity:</b> Students will list ways the Atlantic World and Atlantic system impacted the North American colonies during the Colonial Era. Using this list, students will make generalizations and provide specific evidence which explains the cultural, economic, and global impacts that the Atlantic system had.</p> <p><b>Link to Resource:</b><a href="#">Causation Activity</a></p>	Historical Causation	C  Critical Thinking
1, 3	CUL-4.0 <b>WOR-1.0</b>	<p><b>Explaining Causation: Cultural Interactions and New Group Identities</b></p> <p><b>Objective:</b> Students will analyze the impact of European colonizers on the independence and core beliefs of Native Americans and Africans.</p> <p><b>Instructional Activity:</b> Students will list and describe 4 ways the European colonizers challenged the independence and core beliefs of Native Americans and include a specific example for each description. Then students will explain how these interactions caused a new group identity for each of the groups involved (European colonizers, Native Americans, and Africans).</p>	Historical Causation	C  Critical Thinking

		Link to Resource: <a href="#">New Group Identities Activity</a>		
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Period 1 Unit Resources

**UNIT RESOURCES**

**Teacher Resources:**

**Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 1 and 2.

**General Resources:**

- Davidson and Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw Hill, 2010.
- [Digital History Project](#)
- Dudley, William, and John Chalberg. *Opposing Viewpoints in American History*. Detroit: Greenhaven, 2007.
- [Gilder Lehrman Institute: AP US History Study Guide](#)
- Lindaman, Dana, and Kyle Roy Ward. *History Lessons: How Textbooks from around the World Portray U.S. History*. New York: New, 2004.
- Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon & Schuster, 2007.
- Madaras, Larry, and James M. SoRelle. *Taking Sides*. New York, NY: McGraw-Hill, 2013.
- Newman, John J. *United States History: Preparing for the Advanced Placement Examination*. Logan, IA: AMSCO Perfection Learning, 2014.
- Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to America's Age of Entitlement*. New York: Sentinel, 2014.
- [Stanford History Education Group](#)
- Ward, Kyle Roy. *History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200 Years*. New York: New, 2007.
- Zinn, Howard. *A People's History of the United States: 1492-Present*. New York: Harper Perennial Modern Classics, 2005.

**Unit Resources:**

- America Before Columbus: National Geographic, 2010. DVD.
- Calloway, Colin G. *The World Turned Upside Down: Indian Voices from Early America*. Boston: St. Martin's, 1994.
- Mann, Charles C. *1491: New Revelations of the Americas before Columbus*. New York: Knopf, 2005.
- Mann, Charles C. *1493: Uncovering the New World Columbus Created*. New York: Knopf, 2012.
- Taylor, Alan. *American Colonies*. New York: Penguin, 2002.
- The West: PBS, 2004. DVD (Episode 1)

## **Student Resources:**

### **Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 1 and 2.

### **Review Materials:**

- [Crash Course US History: The Black Legend, Native Americans, and Spaniards](#)
- [Crash Course World History: The Columbian Exchange](#)
- [APUSH Review Videos](#)
- [AP US History Guru Videos](#)
- Newman, John J. *United States History: Preparing for the Advanced Placement Examination*. Logan, IA: AMSCO Perfection Learning, 2014.

### **Vocabulary:**

\*Terms that do not actually appear in the Concept Outline but are described in such a way in the outline that makes them essential to know

Maize  
American Southwest  
Great Basin  
Great Plains  
Mississippi River Valley  
Columbian Exchange  
Feudalism  
Capitalism  
Joint stock companies  
Spanish Empire  
*Encomienda* system

## Period 2: 1607-1754

<b>Content Area: Social Studies</b>	<b>Course: AP United States History</b>	<b>Period 2: 1607-1754</b>
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<b>Unit Description:</b> Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.	<b>Unit Timeline: 2 weeks</b>
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### DESIRED Results

**Transfer Goal - Students will be able to independently use their learning to.....**  
develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

“Students will understand...”

1. how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities.
2. how different economic and labor systems, technological innovations, and government policies have shaped American society.
3. migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America.
5. that various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies.
6. the interaction between the environment and Americans in their efforts to survive and thrive.
7. the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions.

**Essential Questions: *Students will keep considering...***

- How and why have debates over American national identity changed over time?
- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
- Why have people migrated to, from, and within North America?
- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?



## Period 2 Standards

Students will know.....	Standard	Students Will Be Able to.....	Standard
<p><b>Key Concept 2.1:</b> Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.</p>		<p><b>AP US History Thematic Learning Objectives</b>  <b>Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.</b></p>	<b>NAT-1.0</b>
<p>I. 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.</p>	<p><b>MIG-1.0</b>  <b>WOR-1.0</b></p>	<p>Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.</p>	POL-1.0
<p>II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.</p>	<p><b>NAT-1.0</b>  <b>WXT-2.0</b>  <b>MIG-1.0</b>  <b>MIG-2.0</b>  <b>GEO-1.0</b></p>	<p>Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.</p>	WXT-1.0
<p>III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.</p>	<p><b>WXT-2.0</b>  <b>CUL-4.0</b>  <b>WOR-1.0</b></p>	<p><b>Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.</b></p>	<b>WXT-2.0</b>
<p><b>Key Concept 2.2:</b> The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.</p>		<p>Explain how religious groups and ideas have affected American society and political life.</p>	CUL-1.0
<p>I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural</p>	<p><b>NAT-1.0</b>  <b>POL-1.0</b>  <b>WXT-2.0</b></p>	<p>Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.</p>	CUL-2.0

attitudes as they became increasingly tied to Britain and one another.	CUL-1.0 CUL-2.0			
II. Like other European empires in the Americas that participated 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.	WXT-1.0 CUL-3.0 CUL-4.0 WOR-1.0		Explain how ideas about women's rights and gender roles have affected society and politics.	CUL-3.0
			Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.	CUL-4.0
			<b>Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.</b>	<b>MIG-1.0</b>
			<b>Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</b>	<b>MIG-2.0</b>
			<b>Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</b>	<b>GEO-1.0</b>
			Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic,	WOR-1.0

			and social developments in North America.	
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Period 2 Assessment

**EVIDENCE of LEARNING**

<p><u>Understandings</u></p> <p>2, 6</p>	<p><u>Thematic Learning Objectives</u></p> <p><b>NAT-1.0</b>  <b>WXT-2.0</b>  <b>MIG-1.0</b>  <b>MIG-2.0</b>  <b>GEO-1.0</b></p>	<p><b><u>Unit Performance Assessment:</u></b>  <b>Description of Assessment Performance Task(s):</b> Short-answer questions will directly address one or more of the thematic learning objectives for the course. Questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian’s argument, non-textual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.</p> <p><b>Writing Prompt:</b></p> <p>Answer (a), (b), and (c).</p> <ul style="list-style-type: none"> <li>a) Briefly explain how ONE specific environmental or geographical feature of the New England colonies contributed to the region’s unique development before 1754.</li> <li>b) Briefly explain how ONE specific environmental or geographical feature of the middle colonies contributed to the region’s unique development before 1754.</li> <li>c) Briefly explain how ONE specific environmental or geographical feature of the southern colonies contributed to the region’s unique development before 1754.</li> </ul> <p><b>Period 2 PE Student Handout</b></p> <p><b>Teacher will assess:</b> Students’ ability to accurately identify and analyze examples of historical evidence relevant to the source or questions.</p> <p><b><u>Performance:</u></b>  <b>Mastery:</b></p>	<p><u>Historical Thinking Skills</u></p> <p>Historical Causation</p> <p>Historical Argumentation</p> <p>Appropriate Use of Relevant Historical Evidence</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p>21c critical thinking</p>
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		Students will show that they really understand when they earn 2 out of 3 points on the Short Answer set of questions. Period 2 PE Rubric		
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Period 2 Sample Lessons

**SAMPLE LEARNING PLAN**

<u>Understandings</u>	<u>Thematic Learning Objective</u>	<u>Major Learning Activities:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant:</u>
1, 2, 6	<b>GEO-1.0</b> <b>MIG-1.0</b> <b>MIG-2.0</b> CUL-4.0	<p><b>HIPP Strategy using the 1993 DBQ</b></p> <p><b>Objective:</b> Students will be able to use the HIPP strategy in order to effectively analyze primary source documents.</p> <p><b>Implementation:</b> Begin by giving each student the DBQ question and documents. Students will now read the question and documents individually. First instruct students on the requirements of a thesis statement before they begin reading, and then ask students to think about a thesis statement they could write for this question as they read the documents. Students may discuss this with their group.</p> <p>Students will be introduced to the HIPP (Historical Context, Intended Audience, Point of View, and Purpose) strategy. Teacher will model the use of the HIPP strategy by applying it to a document in the 1993 DBQ.</p> <p>Then each group of students will be assigned one document from the DBQ to analyze using HIPP. Also ask students to think about how their document could be used as evidence to support the thesis. Each group is to write a brief summation of its document analysis. Have all groups report their document analysis. Students can also brainstorm outside information that could be used in this DBQ in groups of four using Round Robin or Jot Thoughts.</p> <p>Students will now complete the Writing Assignment Using the 1993 DBQ. Scoring guidelines are included.</p>	<p>Historical Causation</p> <p>Comparison</p> <p>Historical Argumentation</p> <p>Appropriate Use of Historical Evidence</p>	<p>C</p> <p>Critical Thinking</p>

		<p><b>Links to Resources</b>  <a href="#">APUSH 1993 DBQ Documents</a>  <a href="#">APUSH 1993 DBQ Scoring Guide</a></p>		
1, 3, 6	<p>WOR-1.0  MIG-1.0</p>	<p><b>Comparing &amp; Contrasting Mother Countries to Her Colonies Activity</b></p> <p><b>Objective:</b> Students will compare and contrast the colonies and the mother country and also compare and contrast the three colonial regions.</p> <p><b>Implementation:</b> This activity begins by comparing and contrasting the concepts of identity, place in the world, and development of culture between the colonists and their “mother country” in a Venn Diagram. Students must then determine if the colonies and the mother country have more in common or contrast and then defend their choice.</p> <p>The second part requires students to compare and contrast the three colonial regions: New England, Middle Colonies, and Southern Colonies. The last part focuses on why the similarities and differences occurred.</p> <p><b>Link to Resource:</b> <a href="#">Comparing Mother Countries to Her Colonies Handout</a></p>	<p>Comparison</p>	<p>C</p> <p>Critical Thinking</p>
1, 2, 6	<p>GEO-1.0  WXT-2.0</p>	<p><b>Mapping Colonial New England (Edsitement)</b></p> <p><b>Objective:</b> Students will understand the similarities and differences between English and Native American conceptions of the land and town settlement; how the colony of Massachusetts developed and expanded; the causes of King Philip's War; and how maps can reveal the cultural assumptions of particular times and places.</p> <p><b>Implementation:</b> First, students should choose two or three details (symbols, names, or other features). Explain what those details tell us about English and Native American communities in New England in the 1630s or 1670s. Students should use information from the text documents as part of their annotation. After they have annotated two or three details they will have a map with several "balloons" around it that tell a visual story about the map's meaning. Lastly, they should write a short paragraph that compares the map and the text as a view of English colonization in Massachusetts.</p>	<p>Comparison</p> <p>Contextualization</p>	<p>C</p> <p>Critical Thinking</p>

		<b>Link to Resource:</b> <a href="#">Link to Edsitement's Lesson Plan</a>		
1, 5	<b>MIG-1.0</b> WOR-1.0	<p><b>Historical Analysis - Periodization</b></p> <p><b>Objective:</b> Students will gather information in order to analyze content and practice historical writing using one or more historical thinking skills and/or addressing one or more thematic learning objectives.</p> <p><b>Implementation:</b> With a partner or small group, students will complete the graphic organizer using their knowledge of history, Period 1 and 2 content outline, and other resources. The best answers/notes include specificity and AFTP (<i>Address the Full Prompt</i>). This activity will help students to identify turning points in U.S. History and characterize the time period.</p> <p><a href="#">Historical Analysis-Periodization student handout</a></p>	Periodization	C  Critical Thinking

**UNIT RESOURCES**

**Teacher Resources:**

**Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 3 and 4.

**General Resources:**

- Davidson and Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw Hill, 2010.
- [Digital History Project](#)
- Dudley, William, and John Chalberg. *Opposing Viewpoints in American History*. Detroit: Greenhaven, 2007.
- [Gilder Lehrman Institute: AP US History Study Guide](#)
- Lindaman, Dana, and Kyle Roy Ward. *History Lessons: How Textbooks from around the World Portray U.S. History*. New York: New, 2004.
- Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon & Schuster, 2007.
- Madaras, Larry, and James M. SoRelle. *Taking Sides*. New York, NY: McGraw-Hill, 2013.
- Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to America's Age of Entitlement*. New York: Sentinel, 2014.
- [Stanford History Education Group](#)
- Ward, Kyle Roy. *History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200 Years*. New York: New, 2007.
- Zinn, Howard. *A People's History of the United States: 1492-Present*. New York: Harper Perennial Modern Classics, 2005.

**Unit Resources:**

- Fischer, David Hackett. *Albion's Seed: Four British Folkways in America*. New York: Oxford UP, 1989.
- Gaskill, Malcolm. *Between Two Worlds: How the English Became Americans*. New York: Basic Books, 2014.
- Philbrick, Nathaniel. *Mayflower: A Story of Courage, Community, and War*. New York: Viking, 2006.
- Taylor, Alan. *American Colonies*. New York: Penguin, 2002.
- Woodard, Colin. *American Nations: A History of the Eleven Rival Regional Cultures of North America*. New York: Viking, 2011.

**Student Resources:**

**Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 3 and 4.

**Review Materials:**

- [Crash Course US History: Colonizing America](#)
- [Crash Course US History: The Natives and the English](#)
- [Crash Course US History: The Quakers, the Dutch, and the Ladies](#)
- Newman, John J. *United States History: Preparing for the Advanced Placement Examination*. Logan, IA: AMSCO Perfection Learning, 2014.

**Unit Resources:**

- [America in 1607: Jamestown and the Powhatan](#)

**Vocabulary**

\*Terms that do not actually appear in the Concept Outline but are described in such a way in the outline that makes them essential to know

*Diplomatic*

*Demographic*

Chesapeake

North Carolina

Tobacco

Indentured servants

New England colonies

Puritans

Middle colonies

Southernmost colonies

British West Indies

Staple crops

\*salutary neglect

town meetings

colonial assemblies

King Philip's War

Pueblo Revolt

*Pluralism*

Great Awakening

Enlightenment

*Anglicization*

Protestant evangelicalism

*Imperial*

Mercantilism

Chattel slavery



## Period 3: 1754-1800

<b>Content Area: Social Studies</b>	<b>Course: AP United States History</b>	<b>Period 3: 1754-1800</b>
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<b>Unit Description:</b> British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identify.	<b>Unit Timeline: 4 weeks</b>
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### DESIRED Results

**Transfer Goal - *Students will be able to independently use their learning to.....***

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

“Students will understand...”

1. how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities.
2. how different economic and labor systems, technological innovations, and government policies have shaped American society.
4. the mechanisms for creating, implementing, or limiting participation in the political process and the resulting effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments.
5. that various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies.
7. the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions.

**Essential Questions: *Students will keep considering...***

- How and why have debates over American national identity changed over time?
- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?

- How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?
- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How have events in North America and the United States related to contemporary developments in the rest of the world?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?
- How and why have moral, philosophical, and cultural values changed in what would become the United States?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

## Period 3 Standards

Students will know.....	Standard	Students Will Be Able to.....	Standard
<p><b>Key Concept 3.1:</b> 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.</p>		<p><b>AP US History Thematic Learning Objectives</b>  <b>Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.</b></p>	<p><b>NAT-1.0</b></p>
<p>I. The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven years' War (the French and Indian War), in which Britain defeated France and allied American Indians.</p>	<p>MIG-2.0 WOR-1.0</p>	<p>Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.</p>	<p>NAT-2.0</p>
<p>II. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.</p>	<p><b>NAT-1.0</b> <b>POL-2.0</b> WOR-1.0</p>	<p>Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.</p>	<p>NAT-3.0</p>
<p><b>Key Concept 3.2:</b> The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.</p>		<p>Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.</p>	<p>POL-1.0</p>
<p>I. 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.</p>	<p><b>NAT-1.0</b> CUL-1.0 CUL-3.0</p>	<p><b>Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.</b></p>	<p><b>POL-2.0</b></p>
<p>II. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular</p>	<p>NAT-2.0 POL-1.0 POL-3.0 WXT-2.0</p>	<p>Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.</p>	<p>POL-3.0</p>

influence.			
III. 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.	NAT-2.0 POL-1.0 POL-3.0 WXT-1.0 CUL-2.0		Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.  WXT-1.0
<b>Key Concept 3.3:</b> Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.			Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.  WXT-2.0
I. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.	MIG-1.0 MIG-2.0 <b>CUL-4.0</b> GEO-1.0 WOR-1.0		Explain how religious groups and ideas have affected American society and political life.  CUL-1.0
II. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.	NAT-3.0 POL-1.0 WOR-1.0 WOR-2.0		Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.  CUL-2.0
			Explain how ideas about women's rights and gender roles have affected society and politics.  CUL-3.0
			<b>Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.</b>  CUL-4.0
			Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.  MIG-1.0

		Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	MIG-2.0
		Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	GEO-1.0
		Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	WOR-1.0
		Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.	WOR-2.0

Period 3 Assessment

**EVIDENCE of LEARNING**

<p><u>Understandings</u></p> <p>1,7</p>	<p><u>Thematic Learning Objectives</u></p> <p><b>NAT 1.0</b> <b>POL 2.0</b> <b>CUL 4.0</b></p>	<p><b>Unit Performance Assessment:</b> <b>Description of Assessment Performance Task(s):</b> Using a modified version of the released Document-Based Question from the 1999 AP Test, students will demonstrate their understanding of writing an effective thesis statement. Drawing from their knowledge gained on the topic of the DBQ from outside readings and class discussions, along with their analysis of primary source documents contained within the DBQ, students will formulate a strong thesis. Students will also be expected to demonstrate their understanding of the historical thinkings skills of continuity and change over time and historical argumentation.</p> <p>Essay Prompt: Evaluate the extent to which events during the period of 1750-1776 contributed to the development of an American identity and a sense of unity among the colonists by the eve of the Revolution.</p> <p>Student Handout: Period 3 DBQ Student Handout</p> <p><b>Teacher will assess:</b> The ability of students to analyze primary source documents, and to craft a strong thesis statement for a DBQ.</p> <p>Rubric: Use the DBQ rubric to evaluate 2 points for thesis statement, 1 point for document analysis, and 1 point for extended analysis.</p> <p>DBQ Rubric</p> <p><b>Performance:</b> <b>Mastery:</b> <i>Students will show that they really understand when they score 3 out of 4 points on the DBQ rubric. (Not all 7 points are being evaluated at this time.)</i></p>	<p><u>Historical Thinking Skills</u></p> <p>Causation</p> <p>Historical Argumentation</p> <p>Interpretation</p> <p>Using Evidence to Support an Argument</p> <p>Contextualization</p> <p>Synthesis</p> <p>Content and Sourcing</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21st Century Critical Thinking</u></p>
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**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Thematic Learning Objective</u>	<u>Major Learning Activities:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant:</u>
1, 2, 5, 7	MIG-2.0 WOR-1.0	<p><b>French and Indian War DBQ</b></p> <p><b>Objective:</b> Students will analyze how the French and Indian War changed relations between the American colonies and Britain politically, economically, and ideologically.</p> <p><b>Implementation:</b> The activity will begin by each student analyzing the primary source documents within the DBQ using the HIPP strategy (Historical Context, Intended Audience, Point of View, and Purpose), which they will be introduced to. After analyzing the documents, students will outline what they believe should be the topic sentences for their body paragraphs. Following the independent work done by students, groups will be formed to compare the topic sentences. After the group work phase, the teacher will lead a class discussion, which will cover the main ideas of the DBQ.</p> <p><b>Links to Resources:</b>  <a href="#">French and Indian War DBQ</a>  <a href="#">DBQ Answers</a></p>	Historical Causation  Historical Argumentation  Interpretation	C  Critical Thinking
1, 4, 7	NAT-1.0 POL-2.0	<p><b>Historical Argumentation: Paine vs. Inglis</b></p> <p><b>Objective:</b> Students will compare and contrast the arguments made for and against independence by colonists in America in the 1770's.</p> <p><b>Implementation:</b> Students will read the arguments made by Thomas Paine and Charles Inglis. While reading, they should take notes on the attached chart detailing the major arguments for and against independence. After reading both arguments, students will write about which argument they believe that colonists would find more compelling. A small group discussion will follow using talking chips or team interview.</p>	Comparison  Historical Argumentation	C  Critical Thinking

		<p><b>Link to Resource:</b>  <a href="#">Thomas Paine vs. Charles Inglis Document</a></p>		
2, 4, 5	<p><b>NAT-1.0</b>  POL-1.0  <b>CUL-4.0</b>  <b>POL-2.0</b></p>	<p><b>Road to Revolution: British-Colonial Relations of Life Support Activity</b></p> <p><b>Objective:</b> Students will analyze and evaluate the various causes of the American Revolution</p> <p><b>Implementation:</b> Students will receive the attached handout which includes several events, acts, and movements that preceded the American Revolution. In small groups, students will discuss these items, and determine their relative impact in causing the revolution. Students will create a line graph that depicts the degree to which each event accelerated the path to rebellion. After completing the line graph, students will identify three of their items as the most significant causes of the American Revolution. For these three most important causes, they will explain in depth why they are so significant. Finally, students will determine whether the American colonists or the British were more at fault for the American Revolution.</p> <p>After working in small groups, students will present what they feel was the most significant cause and defend their choice. Student can choose to create an Infographic, TedTalk, or other way to present their information. Ideally, students could post their presentation on Google Classroom, Schoology, or other class platform for peers to view and provide feedback and comments.</p> <p><b>Link to Resource:</b>  <a href="#">Road to Revolution Handout</a></p>	<p>Historical  Causation</p>	<p>C</p> <p>Critical  Thinking</p> <p>Communic  ation</p>
4	<p>POL-1.0  POL-2.0  POL-3.0  NAT-2.0</p>	<p><b>Articles of Confederation vs. the Constitution</b></p> <p><b>Objective:</b> Students will be able to compare and contrast the major features of the Articles of Confederation and the Constitution.</p> <p><b>Implementation:</b> Students will be given the attached handout with the partially filled in Venn Diagram. Their task will be to find similarities between the Articles of Confederation and the Constitution. After finding similarities, students will need to determine whether there were more similarities or differences, and an explanation for why that is the case. Finally, students will write a thesis statement addressing the prompt, "Compare and Contrast the Articles of Confederation and the</p>	<p>Comparison</p> <p>Historical  Argumentation</p>	<p>C</p> <p>Critical  Thinking</p>



		<p>Constitution. To what extent was the Constitution a departure from the Articles?”</p> <p><b>Link to Resource:</b>  <a href="#">Comparison of Articles of Confederation &amp; Constitution</a></p>		
1, 2, 4	<p><b>NAT-1.0</b>  POL-1.0  <b>POL-2.0</b></p>	<p><b>Six Degrees of Separation Activity</b></p> <p><b>Objective:</b> Students will be able to analyze the chain of events which led up to the American Revolution.</p> <p><b>Implementation:</b> Students must determine six events that link the “Join or Die” cartoon with the Declaration of Independence. Next to each successive event, students will provide an argument for why each event leads to the next. They will then answer questions that pull all of the cause and effect relationships together.</p> <p><b>Link to Resource:</b> <a href="#">Six Degrees of Separation</a></p>	<p>Historical Causation</p> <p>Periodization</p>	<p>C</p> <p>Critical Thinking</p>

## UNIT RESOURCES

### **Teacher Resources:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 4, 5, 6, 7, and 8

### **General Resources:**

- Davidson and Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw Hill, 2010.
- [Digital History Project](#)
- Dudley, William, and John Chalberg. *Opposing Viewpoints in American History*. Detroit: Greenhaven, 2007.
- [Gilder Lehrman Institute: AP US History Study Guide](#)
- Lindaman, Dana, and Kyle Roy Ward. *History Lessons: How Textbooks from around the World Portray U.S. History*. New York: New, 2004.
- Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon & Schuster, 2007.
- Madaras, Larry, and James M. SoRelle. *Taking Sides*. New York, NY: McGraw-Hill, 2013.
- Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to America's Age of Entitlement*. New York: Sentinel, 2014.
- [Stanford History Education Group](#)
- Ward, Kyle Roy. *History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200 Years*. New York: New, 2007.
- Zinn, Howard. *A People's History of the United States: 1492-Present*. New York: Harper Perennial Modern Classics, 2005.

### **Unit Resources**

- Beeman, Richard. *Plain, Honest Men: The Making of the American Constitution*. New York: Random House, 2010.
- Berkin, Carol. *A Brilliant Solution: Inventing the American Constitution*. New York: Harcourt, 2002.
- Ellis, Joseph J. *American Creation: Triumphs and Tragedies at the Founding of the Republic*. New York: A. A. Knopf, 2007.
- Ellis, Joseph J. *American Sphinx: The Character of Thomas Jefferson*. New York: Vintage, 1998.
- Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation*. New York: Vintage, 2002.
- Ellis, Joseph J. *The Quartet: Orchestrating the Second American Revolution, 1783-1789*. New York: Knopf, 2015.
- Ferling, John. *Almost a Miracle: The American Victory in the War for Independence*. New York: Oxford University Press, 2007.
- John Adams: HBO Studios, 2008. DVD
- Liberty! The American Revolution: PBS, 2004. DVD
- Maier, Pauline. *Ratification: The People Debate the Constitution*. New York: Simon & Schuster, 2011.
- McCullough, David. *1776*. New York: Simon & Schuster, 2006.
- The War That Made America: The Story of the French and Indian War: PBS, 2006. DVD

- Wood, Gordon S. *The American Revolution: A History*. New York: Modern Library, 2003.
- Wood, Gordon S. *Empire of Liberty, A History of the Early Republic, 1789-1815*. New York: Oxford University Press, 2009.
- Wood, Gordon S. *Revolutionary Characters: What Made the Founding Fathers Different*. New York: Penguin, 2007.

### **Student Resources:**

#### **Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 4, 5, 6, 7, and 8

#### **Review Materials:**

- [Crash Course US History: The Seven Years War and the Great Awakening](#)
- [Crash Course US History: Taxes & Smuggling - Prelude to Revolution](#)
- [Crash Course US History: Who Won the American Revolution?](#)
- [Crash Course US History: The Constitution, the Articles, and Federalism](#)
- [Crash Course US History: Where US Politics Came From](#)
- [Crash Course US History: Thomas Jefferson & His Democracy](#)
- [Crash Course US History: The War of 1812](#)
- Newman, John J. *United States History: Preparing for the Advanced Placement Examination*. Logan, IA: AMSCO Perfection Learning, 2014.

### **Vocabulary:**

\*Terms that do not actually appear in the Concept Outline but are described in such a way in the outline that makes them essential to know

Seven Years War

\*Proclamation of 1763

\*taxation without representation

Benjamin Franklin

Patriot

Loyalist

Colonial militia

Continental Army

George Washington

*Ideological*

Natural rights

Thomas Paine

*Common Sense*

Declaration of Independence  
Abolitionism  
Republican motherhood  
French Revolution  
Haitian Revolution  
Latin America Revolutions  
State constitutions  
Articles of Confederation  
Constitutional Convention  
Federalism  
Separation of powers  
\*3/5 Compromise  
1808 slave trade agreement  
Constitution  
Federalists vs. Anti-Federalists  
*Federalist Papers*  
Alexander Hamilton  
James Madison  
Bill of Rights  
George Washington  
John Adams  
Federalists vs. Democratic-Republicans  
Alexander Hamilton  
Thomas Jefferson  
Northwest Ordinance  
Spanish mission settlements  
George Washington's Farewell Address

## Period 4: 1800-1848

<b>Content Area: Social Studies</b>	<b>Course: AP United States History</b>	<b>Period 4: 1800-1848</b>
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<b>Unit Description:</b> The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.	<b>Unit Timeline: 4 weeks</b>
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### DESIRED Results

**Transfer Goal - *Students will be able to independently use their learning to.....***

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

“Students will understand...”

1. how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities.
2. how different economic and labor systems, technological innovations, and government policies have shaped American society.
3. migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America.
4. the mechanisms for creating, implementing, or limiting participation in the political process and the resulting effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments.
6. the interaction between the environment and Americans in their efforts to survive and thrive.
7. the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions.

**Essential Questions: *Students will keep considering...***

- How and why have debates over American national identity changed over time?

- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?
- Why have people migrated to, from, and within North America?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How have events in North America and the United States related to contemporary developments in the rest of the world?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<b>Key Concept 4.1:</b> The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.		<b>Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.</b>	<b>NAT-1.0</b>
I. 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.	NAT-2.0 NAT-4.0 <b>POL-1.0</b> WXT-2.0	Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	NAT-2.0
II. While Americans embraced a new national culture, various groups developed distinctive cultures of their own.	NAT-4.0 CUL-1.0 CUL-2.0 CUL-4.0	Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.	NAT-4.0
III. Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government	<b>NAT-1.0</b> <b>POL-2.0</b> CUL-3.0	Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	POL-1.0

institutions to advance their ideals.			
<b>Key Concept 4.2:</b> Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities			<b>Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.</b> <b>POL-2.0</b>
I. New transportation systems and technologies dramatically expanded manufacturing and agricultural production.	<b>POL-3.0</b> WXT-2.0 WXT-3.0		Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies. POL-3.0
II. The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.	WXT-1.0 CUL-3.0 CUL-4.0		Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society. WXT-1.0
III. Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.	<b>POL-3.0</b> WXT-2.0 MIG- 1.0 MIG- 2.0		Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues. WXT-2.0
<b>Key Concept 4.3:</b> The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.			Analyze how technological innovation has affected economic development and society. WXT-3.0
I. Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.	MIG-2.0 WOR-1.0 WOR-2.0		Explain how religious groups and ideas have affected American society and political life. CUL-1.0
II. The United States's acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.	<b>POL-2.0</b> WXT-1.0 CUL-4.0 GEO-1.0		Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. CUL-2.0
			Explain how ideas about women's rights and gender roles have affected society and politics. CUL-3.0
			<b>Explain how different group identities, including</b> <b>CUL-4.0</b>

		<b>racial, ethnic, class, and regional identities, have emerged and changed over time.</b>	
		Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society	MIG-1.0
		Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	MIG-2.0
		Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies	GEO-1.0
		Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	WOR-1.0
		Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.	WOR-2.0
		Students critically curate a variety of resources using digital tools to construct knowledge, produced creative artifacts and make meaningful learning experiences for themselves and others.	ISTE-3
		Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE-6



**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Thematic Learning Objectives</u>	<u>Unit Performance Assessment:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant</u>
4	<p><b>NAT-1.0</b> POL-1.0 <b>POL-2.0</b> POL-3.0</p>	<p><b>Description of Assessment Performance Task(s):</b> Students will be writing a long essay question (LEQ) from Period 4. The prompt is:</p> <p>Compare and contrast the Jacksonian Democratic Party and the Whig Party of the 1830s and 1840s. Focus on TWO of the following:</p> <ul style="list-style-type: none"> <li>● The role of the federal government in the economy</li> <li>● Social reform</li> <li>● Westward expansion</li> </ul> <p>Period 4 Performance Event Student Handout</p> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● State a relevant thesis that directly addresses all parts of the question.</li> <li>● Support your argument with evidence, using specific examples.</li> <li>● Apply historical thinking skills as directed by the question.</li> <li>● Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis. (bonus point for this performance event).</li> </ul> <p><b>Performance:</b> <b>Mastery:</b> Students must score a 4 out of 6 on the LEQ Scoring Guide to have mastered the performance event. For grading purposes, the Synthesis point is a bonus point for this performance event. No points are to be deducted from a student’s grade if they do not get the Synthesis point.</p> <p><b>Scoring Guide:</b> Teachers are to use the Causation LEQ Scoring Guide for this performance event.</p> <p><a href="#">LEQ Scoring Guides</a> <a href="#">AP Scoring Guidelines from the College Board</a> <a href="#">Student Samples from the 2014 LEQ Question 3</a></p>	<p>Comparison</p> <p>Historical Argumentation</p> <p>Appropriate Use of Relevant Historical Evidence</p> <p>Synthesis</p>	<p>C</p> <p><u>21st Century Critical Thinking</u></p>

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Thematic Learning Objective</u>	<u>Major Learning Activities:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant:</u>
1, 3, 4, 6, 7	POL-1.0 <b>NAT-1.0</b> NAT-4.0 WXT-3.0 <b>POL-2.0</b>  ISTE 3 ISTE 6	<p><b>Six Degrees of Separation</b></p> <p><b>Objective:</b> Students will be able to identify and explain the connections between key historical events in the years 1800-1848.</p> <p><b>Implementation:</b> In the 1990s, this theory was adapted and used in a game called “Six Degrees of Kevin Bacon,” in which participants were challenged to connect any actor to Kevin Bacon through a chain of no more than five movies/actors. Now, in APUSH, we are going to create our own version of this game, called “Six Degrees of Separation.” In this game, you will be given a starting historical event/person/thing and an ending historical event/person/thing. You must connect them using FOUR intermediate historical events/people/things.</p> <p>Your job is:</p> <ul style="list-style-type: none"> <li>● To use other historically significant events/people/things to connect the given starting and ending points to each other.</li> <li>● To provide an image in your presentation for each connection. The presentation could be created using Google Slides, Prezi, VoiceThread, or Power Point.</li> <li>● To explain the connection in two-three sentences.</li> <li>● To utilize historical thinking skills where possible (cause and effect, change over time, comparison, etc.)</li> <li>● To make your presentation engaging for your audience</li> <li>● To present to the class and/or post your presentation on class platform. Students could also be encouraged to post their presentation on public history blogs or Twitter, using a specific hashtag or handle to gain insights and comments from an authentic audience.</li> </ul> <p><b>Link to Resource:</b> <a href="#">Six Degrees of Separation Unit 4 Student Handout</a></p>	Historical Causation  Periodization	C  Critical Thinking  Communication  Creativity

1, 4, 7	CUL-1.0 CUL-2.0	<p><b>Historical Causation and Argumentation....The Second Great Awakening and Reforms</b></p> <p><b>Objective:</b> Students will evaluate the causes and effects of the Second Great Awakening and determine to what extent were the effects revolutionary.</p> <p><b>Implementation:</b> This activity begins by having students plan out their essay. The essay will not actually be written, but students are going through the steps they should use when writing a document based question essay. Students will complete a graphic organizer to identify the causes and effects of the Second Great Awakening and then will use the thesis formula to create their thesis statement. Then students will analyze primary and secondary source documents by annotating. The annotations should include any inference that could be used in an essay to help defend a thesis. Students will identify the theme/category for each piece of evidence, and contextualize as well. Students will follow the HIPP process for this activity.</p> <p><b>Link to Resource:</b> <a href="#">Analyzing the Second Great Awakening Student Handout</a></p>	Historical Causation  Historical Argumentation  Contextualization	C  Critical Thinking
1, 2	NAT-1.0 NAT-4.0 CUL-2.0 CUL-4.0	<p><b>National vs. Regional Identify (War of 1812)</b></p> <p><b>Objective:</b> Students will to to evaluate the consequences and subsequent events of the War of 1812 by determining whether each increased national identity or regional identity.</p> <p><b>Implementation:</b> Students will first use Jot Thoughts or other strategy to generate a list of events of the War of 1812. Then, students will work in cooperative groups to categorize these events into two piles: events that increased national identity and events that increased regional identity. Groups can use AllWrite Consensus, Ranking, or Debate Carousel agree on the category of each event. Groups will then justify their choice by drafting a thesis and providing evidence and explanations for their opinion. After all groups have completed the small group discussion, there will be a whole class debriefing/discussion.</p> <p><b>Link to Resource:</b> <a href="#">National vs. Regional Identity Student Handout</a></p>	Interpretation	C  Critical Thinking
1, 2, 3, 4, 7	POL-1.0 POL-3.0	<p><b>Era of Good Feelings-DBQ Activity</b></p> <p><b>Objective:</b> Students will practice the HIPP method previously introduced in Period 3.</p>	Contextualization  Interpretation	C  Critical

		<p>The HIPP method requires students to extend analysis of documents by applying the following skills: Historical Context, Intended Audience, Point of View, and Author’s Purpose.</p> <p><b>Implementation:</b> Students will be given a copy of the 2002 Form B DBQ from the College Board. These documents will be used to practice the HIPP method for document analysis. Each student will choose 6 out of 9 documents and apply HIPP to each one. For each document, explain the historical context (H). Then choose one of the other three ways to extend the analysis (Intended Audience, POV, Author’s Purpose). Students will share their draft DBQ either electronically (via Google Classroom, Schoology, etc.) or in class, allowing students to generate a list of characteristics of an effective DBQ. Students should then give feedback, using Feedback Ladder or PQS (Praise, Question, Suggestion, to two classmates before students revise the DBQ.</p> <p><b>Link to Resources:</b> <a href="#">Student Handout for Directions to 2002B DBQ Activity</a> <a href="#">2002B DBQ Document</a></p>		Thinking
1, 4, 7	<p>CUL-1.0 CUL-2.0 <b>POL-2.0</b></p>	<p><b>Student Scoring of Sample LEQ-Second Great Awakening and Reforms</b></p> <p><b>Objective:</b> Students will evaluate sample student essays in order to clearly understand the expectations for writing long essay questions on the AP exam.</p> <p><b>Implementation:</b> Students will be given a variety of essays that have varied scores on the AP exam from 2007 (question #3). Students will first individually read one essay as directed by the teacher. In small groups, students will then evaluate the essay using the LEQ rubric from the College Board. This process will take place three times, and then the whole class will discuss the strengths and weaknesses of each essay. Lastly, students will set an individual goal for their own essay.</p> <p><b>Link to Resources:</b> <a href="#">2007 LEQ-Question 3 (page 7)</a> <a href="#">Redesigned LEQ Rubric-Causation Essay</a> <a href="#">2007 LEQ #3 Scoring Guidelines and Student Samples</a></p>	<p>Historical Causation</p> <p>Historical Argumentation</p>	<p>C</p> <p>Critical Thinking</p>

## UNIT RESOURCES

### Teacher Resources:

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 9, 10, 11 and 12

### General Resources:

- Davidson and Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw Hill, 2010.
- [Digital History Project](#)
- Dudley, William, and John Chalberg. *Opposing Viewpoints in American History*. Detroit: Greenhaven, 2007.
- [Gilder Lehrman Institute: AP US History Study Guide](#)
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- Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon & Schuster, 2007.
- Madaras, Larry, and James M. SoRelle. *Taking Sides*. New York, NY: McGraw-Hill, 2013.
- Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to America's Age of Entitlement*. New York: Sentinel, 2014.
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- Ward, Kyle Roy. *History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200 Years*. New York: New, 2007.
- Zinn, Howard. *A People's History of the United States: 1492-Present*. New York: Harper Perennial Modern Classics, 2005.

### Unit Resources:

- American Experience: The Abolitionists: PBS, 2012. DVD
- Baptist, Edward E. *The Half Has Never Been Told: Slavery and the Making of American Capitalism*. New York: Basic Books, 2014.
- Brands, H.W. *Andrew Jackson: His Life and Times*. New York: Anchor, 2006.
- Brands, H.W. *Lone Star Nation: The Epic Story of the Battle for Texas*. New York: Anchor, 2005.
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. New York: Dover Publications, 1995.
- Ellis, Joseph J. *American Sphinx: The Character of Thomas Jefferson*. New York: Knopf, 1998.
- Greenberg, Amy S. *Manifest Destiny and American Territorial Expansion: A Brief History with Documents*. New York: Bedford, 2011.
- Greenberg, Amy S. *A Wicked War: Polk, Clay, Lincoln, and the 1846 U.S. Invasion of Mexico*. New York: Vintage, 2013.
- Howe, Daniel Walker. *What Hath God Wrought: The Transformation of America, 1815-1848*. New York: Oxford, 2007.
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. New York: Dover, 2001.
- U.S. Mexican War, 1846-1848: PBS, 2009. DVD

## **Student Resources:**

### **Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 9, 10, 11 and 12

### **Review Materials:**

- [Crash Course US History: The Market Revolution](#)
- [Crash Course US History: Slavery](#)
- [Crash Course US History: Age of Jackson](#)
- [Crash Course US History: 19th Century Reforms](#)
- [Crash Course US History: Women in the 19th Century](#)
- Newman, John J. *United States History: Preparing for the Advanced Placement Examination*. Logan, IA: AMSCO Perfection Learning, 2014.

## **Vocabulary:**

\*Terms that do not actually appear in the Concept Outline but are described in such a way in the outline that makes them essential to know

Suffrage

Political parties

Tariff

\**Marbury v. Madison*

Democrats

Andrew Jackson

Whigs

Henry Clay

National Bank

Internal improvements

\*Tariff of Abominations

rationalism

Market Revolution

Mobility

Second Great Awakening

Utopian movements

Liberalism

Romanticism

Perfectionism

Voluntary organizations

Temperance  
Gradual emancipation  
Seneca Falls Convention  
Interchangeable parts  
Telegraph  
Separate spheres  
American System  
Louisiana Purchase  
Monroe Doctrine  
Appalachian Mountains  
Missouri Compromise

<b>Content Area: Social Studies</b>	<b>Course: AP United States History</b>	<b>Period 5: 1844-1877</b>
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<b>Unit Description:</b> As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war-the course and aftermath of which transformed American society.	<b>Unit Timeline: 4 Weeks</b>
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<b>DESIRED Results</b>
<b>Transfer Goal - Students will be able to independently use their learning to.....</b> develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

“Students will understand...”

1. how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities.
2. how different economic and labor systems, technological innovations, and government policies have shaped American society.
3. migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America.
4. the mechanisms for creating, implementing, or limiting participation in the political process and the resulting effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments.
5. that various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies.
6. the interaction between the environment and Americans in their efforts to survive and thrive.
7. the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions.

<b>Essential Questions: Students will keep considering...</b>
<ul style="list-style-type: none"> <li>● How and why have debates over American national identity changed over time?</li> </ul>



- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?
- Why have people migrated to, from, and within North America?
- How have changes in migration and population patterns affected American life?
- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<b>Key Concept 5.1:</b> 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.		Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.	NAT-1.0
I. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.	NAT-3.0 MIG-2.0 GEO-1.0 WOR-1.0 WOR-2.0	<b>Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.</b>	<b>NAT-2.0</b>
II. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants	NAT-4.0 CUL-4.0 MIG-1.0	Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.	NAT-3.0
<b>Key Concept 5.2:</b> Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.		Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity	NAT-4.0

I. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.	NAT-1.0 POL-2.0 WXT-1.0 CUL-2.0	Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	POL-1.0
II. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states	<b>NAT-2.0</b> POL-1.0	Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	POL-2.0
<b>Key Concept 5.3:</b> 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.		Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	POL-3.0
I. The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.	NAT-1.0 WOR-2.0	Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.	WXT-1.0
II. 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.	<b>NAT-2.0</b> POL-3.0 WXT-1.0 CUL-3.0	Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.	CUL-2.0
		Explain how ideas about women's rights and gender roles have affected society and politics.	CUL-3.0
		Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time	CUL-4.0
		Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.	MIG-1.0

		Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	MIG-2.0
		Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	GEO-1.0
		Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	WOR-1.0
		Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.	WOR-2.0

**EVIDENCE of LEARNING**

<u>Understanding</u>  1, 3, 7	<u>Thematic Learning Objectives</u>  <b>NAT-2.0</b>	<b>Description of Assessment Performance Task(s):</b> Short-answer questions will directly address one or more of the thematic learning objectives for the course. Questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian’s argument, non-textual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.	<u>Historical Thinking Skills</u>  Periodization	<u>R/R Quadrant</u>  C  <u>21st Century Critical Thinking</u>
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		<p><b>Writing Prompt:</b>          Answer A, B, and C.          (A) Briefly explain why ONE of the following options most clearly marks the beginning of the sectional crisis that led to the outbreak of the Civil War:</p> <p>Northwest Ordinance (1787)          Missouri Compromise (1820)          Acquisition of Mexican territory (1848)</p> <p>(B) Provide an example of an event or development to support your explanation.</p> <p>(C) Briefly explain why one of the other options is not as useful to mark the beginning of the sectional crisis</p> <p><b>Student Handout: Period 5 SAQ</b></p> <p><b>Teacher will assess:</b>          Students' ability to accurately identify and analyze examples of historical evidence relevant to the source or questions.</p> <p><b>Performance:</b>  <b>Mastery:</b>          Students will show that they really understand when they...          Are able to score a 2 out of 3 on the short answer set of questions.</p> <p><b>Scoring Guide: Period 5 SAQ CB rubric</b></p>		
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**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Thematic Learning Objective</u>	<u>Major Learning Activities:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant:</u>
1, 3, 6	NAT-1.0 NAT-3.0 MIG-2.0 WOR-2.0	<p><b>Manifest Destiny</b></p> <p><b>Objective:</b> Students will use excerpts from primary sources to practice the contextualization historical thinking skill.</p> <p><b>Implementation:</b> Students will read and analyze excerpts from John O’Sullivan’s “The Great Nation of Futurity” (1839) and “Annexation” (1845). Either alone or in pairs, students will complete the graphic organizer, showing how the concept of manifest destiny connects to historical developments in this time period, as well as a broader regional and national contexts.</p> <p><b>Link to Resource:</b> <a href="#">Manifest Destiny Activity</a></p>	Periodization Contextualization Synthesis	C Critical Thinking
4, 5	POL-1 POL-3 ISTE 7b	<p><b>End of Compromise (1860)</b></p> <p><b>Objective:</b> Students will understand the events leading up to the Civil War by practicing the individual elements of a DBQ.</p> <p><b>Implementation:</b> Students will collaboratively practice the individual elements of writing a DBQ by writing with a partner via a Google Doc. They will read the prompt, brainstorm historical facts about the topic, clarify the thesis, write an introductory paragraph, analyze the documents using HIPP, and write a conclusion.</p> <p><b>Link to Resource:</b> <a href="#">The End of Compromise Handout</a></p>	Historical Argumentation Periodization Patterns of Continuity and Change Over Time	C Critical Thinking
1, 2, 3, 4, 7	NAT-1.0 WOR-2.0	<p><b>The North vs. the South</b></p>	Comparison	C

		<p><b>Objective:</b> Students will compare and contrast the strengths and weaknesses of the North and South, on the eve of the Civil War, using various primary source documents.</p> <p><b>Implementation:</b> In this activity students will consider the economic, military, and diplomatic balance of the North and South in 1861. Based on their examination of these factors, they will make a judgment as to which side possessed the overall advantage at the outset of the war.</p> <p>Step 1: The teacher will divide the class into two large groups: Northern and Southern</p> <p>Step 2: Within each large group, students will be divided into three subgroups: Economic, military, and diplomatic.</p> <p>Step 3: For homework, students will read the documents given to each of the subgroups and answer the corresponding questions.</p> <p>Step 4: The next day in class, students will come back together into their larger groups. Each group will then develop a class presentation in which they demonstrate why they believe their side is likely to win the war.</p> <p>Step 5: Once the presentations have been completed, the class will debrief and discuss which side had the overall advantage at the outset of the war.</p> <p><b>Link to Resource:</b> <a href="#">North vs. South Activity</a></p>	<p>Contextualization</p> <p>Historical Argumentation</p> <p>Appropriate Use of Relevant Historical Evidence</p>	<p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>
1, 2	WOR-2.0	<p><b>Major Turning Points in the Civil War</b></p> <p><b>Objective:</b> Students will determine the turning point in the war which made the North's victory inevitable.</p> <p><b>Implementation:</b> Working in groups, students create a list of key details of an assigned major turning point and the reasons why it can be considered a turning point.</p> <p>Seven Major Turning Points:</p> <ul style="list-style-type: none"> <li>the border states</li> </ul>	<p>Historical Causation</p> <p>Periodization</p> <p>Comparison</p> <p>Contextualization</p> <p>Historical Argumentation</p>	<p>C</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>

		<ul style="list-style-type: none"> <li>• Manassas</li> <li>• the Trent Affair (and the Monitor)</li> <li>• Antietam</li> <li>• Emancipation</li> <li>• Gettysburg and Vicksburg</li> <li>• Atlanta and the Election of 1864</li> </ul> <p>Next students will rank the turning points in order of significance by creating a “human spectrum”-they organize themselves in a line that represents the ranking. The other students then question and comment on the ranking.</p>		
1, 2, 7	NAT-2.0 POL-3.0 CUL-4.0	<p><b>Presidential vs. Congressional Reconstruction Plans</b></p> <p><b>Objective:</b> Students will understand the main elements of the presidential and congressional Reconstruction plans and how the struggle between the two branches altered the course of Reconstruction.</p> <p><b>Implementation:</b> Students develop a timeline of Reconstruction events that took place between 1862 and 1877. The teacher poses the question: <i>If presidential Reconstruction was concluded by December 1865, what happened to let Congress take control?</i> The class is divided in half: one group analyzes documents relating to presidential Reconstruction and the other group analyzes documents relating to the congressional Reconstruction. Students present their findings and compare and contrast the two plans. In their concluding discussion, students evaluate the presidential and congressional reconstruction plans to determine who had the most to gain and the most to lose from each plan.</p> <p><b>Links to Resources:</b>  <a href="#">Civil Rights Act of 1866</a>  <a href="#">Proclamation of Amnesty and Reconstruction</a></p>	Historical Causation  Contextualization  Historical Argumentation	C  Critical Thinking
2, 3, 5, 6	POL-3.0 MIG-2.0 GEO-1.0	<p><b>The Homestead Act: Was Free Land a Good Deal?</b></p> <p><b>Objective:</b> Students will identify the positive and negative effects of homesteading in the West and analyze the motives of the Republican party in passing homestead legislation.</p> <p><b>Instructional Activity:</b> Students will work in small groups to investigate the</p>	Historical Argumentation  Interpretation	B  Critical Thinking

		costs of taking up a homestead in the western United States shortly after the Homestead Act was passed in 1862. In whole class discussion, the student groups explain their choices and discuss the motives of the federal government in passing the Homestead Act.  <b>Link to Handout:</b> <a href="#">Was Free Land a Good Deal?</a>		
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## UNIT RESOURCES

### **Teacher Resources:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 13, 14, 15, and 16

### **General Resources:**

- Davidson and Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw Hill, 2010.
- [Digital History Project](#)
- Dudley, William, and John Chalberg. *Opposing Viewpoints in American History*. Detroit: Greenhaven, 2007.
- [Gilder Lehrman Institute: AP US History Study Guide](#)
- Lindaman, Dana, and Kyle Roy Ward. *History Lessons: How Textbooks from around the World Portray U.S. History*. New York: New, 2004.
- Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon & Schuster, 2007.
- Madaras, Larry, and James M. SoRelle. *Taking Sides*. New York, NY: McGraw-Hill, 2013.
- Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to America's Age of Entitlement*. New York: Sentinel, 2014.
- [Stanford History Education Group](#)
- Ward, Kyle Roy. *History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200 Years*. New York: New, 2007.
- Zinn, Howard. *A People's History of the United States: 1492-Present*. New York: Harper Perennial Modern Classics, 2005.

### **Unit Resources:**

- Aftershock: Beyond the Civil War: A&E Home Video, 2007. DVD
- American Experience - Reconstruction: The Second Civil War: PBS, 2005. DVD
- Ken Burns: The Civil War: PBS, 2011. DVD
- Foner, Eric. *The Fiery Trial: Abraham Lincoln and American Slavery*. New York: Norton, 2010.
- Foner, Eric. *A Short History of Reconstruction, 1863-1877*. New York: Harper and Row, 1990.



- McPherson, James M. *Battle Cry of Freedom: The Civil War Era*. New York: Oxford University Press, 1997.
- McPherson, James M. *For Cause and Comrades: Why Men Fought in the Civil War*. New York: Oxford University Press, 2003.
- Slavery by Another Name: PBS, 2012. DVD

### **Student Resources:**

#### **Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 13, 14, 15, and 16

#### **Review Materials:**

- [Crash Course US History: War & Expansion](#)
- [Crash Course US History: The Election of 1860 & the Road to Disunion](#)
- [Crash Course US History: Battles of the Civil War](#)
- [Crash Course US History: The Civil War, Part 1](#)
- [Crash Course US History: The Civil War, Part 2](#)
- [Crash Course US History: Reconstruction and 1876](#)
- Newman, John J. *United States History: Preparing for the Advanced Placement Examination*. Logan, IA: AMSCO Perfection Learning, 2014.

### **Vocabulary:**

\*Terms that do not actually appear in the Concept Outline but are described in such a way in the outline that makes them essential to know

Manifest Destiny  
 Mexican-American War  
 “old immigrants” (Irish & German)  
 nativism  
 “free labor”  
 free-soil movement  
 \*Underground Railroad  
 secession  
 Mexican Cession  
 Compromise of 1850  
 Kansas-Nebraska Act  
 Dred Scott Decision  
 Second Party System

Republican Party  
Abraham Lincoln  
Election of 1860  
\*Homestead Act  
Civil War  
Mobilization  
Home front  
Union  
Confederacy  
Emancipation Proclamation  
Gettysburg Address  
Reconstruction  
13<sup>th</sup> Amendment  
14<sup>th</sup> Amendment  
15<sup>th</sup> Amendment  
Radical Republicans  
Sharecropping  
Segregation

<b>Content Area: Social Studies</b>	<b>Course: AP United States History</b>	<b>Period 6: 1865-1898</b>
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<b>Unit Description:</b> The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.	<b>Unit Timeline: 4 Weeks</b>
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<b>DESIRED Results</b>
<b>Transfer Goal - Students will be able to independently use their learning to...</b> develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

“Students will understand...”

1. how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities.
2. how different economic and labor systems, technological innovations, and government policies have shaped American society.
3. migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America.
4. the mechanisms for creating, implementing, or limiting participation in the political process and the resulting effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments.
7. the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions.

<b>Essential Questions: Students will keep considering...</b>
<ul style="list-style-type: none"> <li>● How have changes in markets, transportation, and technology affected American society from colonial times to the present day?</li> <li>● Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?</li> <li>● How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?</li> <li>● How have events in North America and the United States related to contemporary developments in the rest of the world?</li> <li>● How and why have moral, philosophical, and cultural values changed in what would become the United States?</li> </ul>

- How and why have changes in moral, philosophical, and cultural values affected U.S. history?
- Why have people migrated to, from, and within North America?
- How have changes in migration and population patterns affected American life?
- How and why have debates over American national identity changed over time?
- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<b>Key Concept 6.1:</b> Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.		Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity	NAT-1.0
I. 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.	WXT-1.0 WXT-2.0 WXT-3.0 WOR-2.0	Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	NAT-2.0
II. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.	WXT-1.0 WXT-2.0 <b>CUL-4.0</b>	Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.	NAT-4.0
III. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.	POL-2.0 POL-3.0 WXT-3.0	Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	POL-1.0

<b>Key Concept 6.2:</b> The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.		Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	POL-2.0
I. International and internal migration increased urban populations and fostered the growth of a new urban culture.	NAT-4.0 MIG-1.0 <b>MIG-2.0</b>	Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	POL-3.0
II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.	NAT-1.0 POL-3.0 <b>MIG-2.0</b> <b>GEO-1.0</b> <b>WOR-1.0</b>	Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.	WXT-1.0
<b>Key Concept 6.3:</b> The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.		Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	WXT-2.0
I. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.	CUL-1.0 CUL-2.0	Analyze how technological innovation has affected economic development and society.	WXT-3.0
II. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.	NAT-2.0 POL-1.0 POL-2.0 POL-3.0	Explain how religious groups and ideas have affected American society and political life.	CUL-1.0
		Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.	CUL-2.0
		Explain how ideas about women's rights and gender roles have affected society and politics.	CUL-3.0
		<b>Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.</b>	<b>CUL-4.0</b>

		Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.	MIG-1.0
		<b>Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</b>	<b>MIG-2.0</b>
		<b>Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</b>	<b>GEO-1.0</b>
		<b>Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.</b>	<b>WOR-1.0</b>
		Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.	WOR-2.0
		Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	ISTE 7b

**EVIDENCE of LEARNING**

<u>Understanding</u> 1, 2, 3	<u>Thematic Learning Objectives</u>  <b>CUL-4.0</b>	<u>DBQ Skill Assessment</u>  <b>Description of Assessment Performance Task(s):</b> Students will be writing a DBQ essay using the released DBQ from the College Board's practice exam questions covering periods 6 through 9 (Spring 2015). The essay prompt is: Evaluate the	<u>Historical Thinking Skills</u>  Continuity and Change over	<u>R/R Quadrant</u>  C
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	<b>MIG-2.0</b> <b>GEO-1.0</b> <b>WOR-1.0</b>	<p>extent of change and continuity in the lives of African Americans in the South during the period 1865 to 1905.</p> <p><b>Teacher will assess:</b> Teachers will assess students' ability to complete all aspects of the DBQ:</p> <ul style="list-style-type: none"> <li>• State a relevant thesis that directly addresses all parts of the question.</li> <li>• Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.</li> <li>• Incorporate analysis of all, or all but one, of the documents into the argument.</li> <li>• Focus the analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.</li> <li>• Support the argument with analysis of historical examples outside the documents.</li> <li>• Connect historical phenomena relevant to the argument to broader events or processes.</li> <li>• Synthesize the elements above into a persuasive essay that extends the argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.</li> </ul> <p><b>Performance:</b>  <b>Mastery:</b>  <i>Students will show that they understand when they have earned 4 out of 7 points.</i></p> <p><b>Link to Resource:</b> <a href="#">DBQ Documents</a> (pages 17-22)  <b>Scoring Guide:</b> <a href="#">Scoring Guidelines and Notes</a> (pages 32-39)</p>	<p>Time</p> <p>Historical Argumentation</p> <p>Appropriate Use of Relevant Historical Evidence</p> <p>Interpretation</p> <p>Synthesis</p>	<p><u>21C</u></p> <p>critical thinking</p>
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**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Thematic Learning Objective</u>	<u>Major Learning Activities:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant:</u>
2	WXT-1.0 WXT-2.0 WXT-3.0	<p><b>Industrialization</b></p> <p><b>Objective:</b> Students will gain practice with short answer questions and the historical thinking skill of synthesis by comparing secondary sources related to</p>	Comparison, Synthesis	<p>C</p> <p>Critical Thinking</p>

		<p>Industrialization and the Gilded Age.</p> <p><b>Instructional Activity:</b> Students will read excerpts from Howard Zinn’s <i>A People’s History of the United States</i> and Larry Schweikart’s and Michael Allen’s <i>A Patriot’s History of the United States</i>. Students will use the HIPP strategy to analyze each of these sources. Then, students will answer short answer questions which challenge them to find differences between the sources, along with finding additional evidence to support each author’s point of view.</p> <p><b>Link to Resource:</b> <a href="#">Industrialization</a></p>		
1, 3	<p>MIG-1.0 WOR-1.0 CUL-4.0</p>	<p><b>Analyzing Attitudes on Immigration</b></p> <p><b>Objective:</b> Students will understand different points of view over immigration to the United States during the late 19th century.</p> <p><b>Instructional Activity:</b> Students will use the HIPP strategy to analyze five political cartoons from the time period. Students could work as a group of four or five using All Write Round Robin or Modified Jigsaw in preparation for writing a paragraph that explains the issue of immigration within the context of this time period. .</p> <p><b>Link to Resource:</b> <a href="#">Analyzing Attitudes on Immigration Handout</a></p>	<p>Contextualization</p> <p>Interpretation</p> <p>Appropriate use of relevant historical evidence</p>	<p>C</p> <p>Critical Thinking</p>
2, 4	<p>POL-1.0 POL-3.0 ISTE 7b</p>	<p><b>Gilded Age Presidents/Forgotten Presidents</b></p> <p><b>Objective:</b> Students will analyze the significance of several presidents during the Gilded Age.</p> <p><b>Instructional Activity:</b> Students will be assigned one president from the Gilded Age. Their task will be to prove that their president should not be viewed as forgettable. Students will need to craft an argument which includes two claims, a counterclaim, evidence, an eyewitness account, and a closing statement. Issues to consider related to each presidency include monetary policy, government reform, tariff policy, railroad regulations, trade unionism, women’s suffrage, American imperialism, and populism. Arguments could be presented to an authentic audience by presenting to a sister class through Skype, posting a link from</p>	<p>Historical Argumentation</p>	<p>C</p> <p>Critical Thinking</p> <p>Communication</p>



		<p>YouTube, SchoolTube, TeacherTube, Twitter (#APUSH), on an online platform for other students to view and comment.</p> <p><b>Link to Resource:</b>  <a href="#">Forgettable or Not?</a></p>		
4	<p>POL-1.0  POL-2.0  POL-3.0</p>	<p><b>Birth of Populism Activity</b></p> <p><b>Objective:</b> Students will determine the historical significance of thirds parties, in particular the Populist Party.</p> <p><b>Instructional Activity:</b> Students will participate in a farming simulation to experience the uncertainties farmers faced during the late 19th century. Upon completion of the simulation, students will complete the Populism worksheet in which they determine the historical significance of the Populist movement as well as the significance of third parties throughout history.</p> <p><b>Links to Handouts:</b>  <a href="#">Farming Simulation Instructions and Worksheet</a>  <a href="#">Populism Historical Analysis Worksheet</a></p>	<p>Causation  Contextualization  Synthesis</p>	<p>C  Critical Thinking  Collaboration  Communication</p>

## UNIT RESOURCES

### **Teacher Resources:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 17, 18, 19, and 20

### **General Resources:**

- Davidson and Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw Hill, 2010.
- [Digital History Project](#)
- Dudley, William, and John Chalberg. *Opposing Viewpoints in American History*. Detroit: Greenhaven, 2007.
- [Gilder Lehrman Institute: AP US History Study Guide](#)
- Lindaman, Dana, and Kyle Roy Ward. *History Lessons: How Textbooks from around the World Portray U.S. History*. New York: New, 2004.
- Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon & Schuster, 2007.

- Madaras, Larry, and James M. SoRelle. *Taking Sides*. New York, NY: McGraw-Hill, 2013.
- Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to America's Age of Entitlement*. New York: Sentinel, 2014.
- [Stanford History Education Group](#)
- Ward, Kyle Roy. *History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200 Years*. New York: New, 2007.
- Zinn, Howard. *A People's History of the United States: 1492-Present*. New York: Harper Perennial Modern Classics, 2005.

#### **Unit Resources:**

- American Experience: Triangle Fire: PBS, 2011. DVD.
- Berg, Scott A. *Wilson*. New York: Putnam, 2013.
- Brands, H. W. *American Colossus: The Triumph of Capitalism, 1865-1900*. New York, Anchor Press, 2011.
- Chernow, Ron. *Titan: The life of John D. Rockefeller*. New York: Random House, 2004.
- Chitty, A. B. *From the Folks Who Brought You the Weekend: A Short, Illustrated History of the Labor Movement in the United States*. New York: New Press, 2003.
- Diner, Steven J. *A Very Different Age: Americans of the Progressive Era*. New York: Hill and Wang, 1998.
- Goodwin, Doris Kearns. *The Bully Pulpit: Theodore Roosevelt, William Howard Taft, and the Golden Age of Journalism*. New York: Simon & Schuster, 2013.
- Jonnes, Jill. *Empires of Light: Edison, Tesla, Westinghouse, and the Race to Electrify the World*. New York: Random House, 2004.
- The Men WHO Built America: A&E Home Video, 2013. DVD.
- Morris, Charles R. *The Tycoons: How Andrew Carnegie, John D. Rockefeller, Jay Gould, and J.P. Morgan Invented the American Super Economy*. New York: Macmillan, 2005.
- Riis, Jacob. *How the Other Half Lives*. New York: Dover, 1971.
- Riordan, William L. *Plunkitt of Tammany Hall: A Series of Very Plain Talks on Very Practical Politics*. New York: Signet, 1995.
- Sinclair, Upton. *The Jungle*. New York: Dover, 2001.
- Standiford, Les. *Meet You in Hell: Andrew Carnegie, Henry Clay Frick, and the Bitter Partnership that Transformed America*. New York: Crown Publishers, 2005.
- Steffens, Lincoln. *The Shame of the Cities*. New York: Dover, 2004.
- Von Drehle, David. *Triangle: The Fire that Changed America*. New York: Grove Press, 2004.

#### **Student Resources:**

##### **Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 17, 18, 19, and 20

##### **Review Materials:**

- [Crash Course US History: The Industrial Economy](#)

- [Crash Course US History: Westward Expansion](#)
- [Crash Course US History: Growth, Cities, and Immigration](#)
- [Crash Course US History: Gilded Age Politics](#)
- [Crash Course US History: The Progressive Era](#)
- [Crash Course US History: Progressive Presidents](#)
- Newman, John J. *United States History: Preparing for the Advanced Placement Examination*. Logan, IA: AMSCO Perfection Learning, 2014.

**Vocabulary:**

\*Terms that do not actually appear in the Concept Outline but are described in such a way in the outline that makes them essential to know

\*Pacific Railway Act

trusts

financial panic

laissez-faire

labor

management

New South

Populist Party (People's Party)

"new immigrants"

assimilation

political machines

consumer culture

transcontinental railroad

boomtowns

American bison

Indian Reservations

Gilded Age

Social Darwinism

Gospel of Wealth

Currency issues ("Cross of Gold speech)

Jane Addams

Settlement houses

*Plessy v. Ferguson*

<b>Content Area: Social Studies</b>	<b>Course: AP United States History</b>	<b>Period 7: 1890-1945</b>
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<b>Unit Description:</b> An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.	<b>Unit Timeline: 4 Weeks</b>
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<b>DESIRED Results</b>
<b>Transfer Goal - Students will be able to independently use their learning to.....</b> develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

“Students will understand...”

1. how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities.
2. how different economic and labor systems, technological innovations, and government policies have shaped American society.
3. migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America.
4. the mechanisms for creating, implementing, or limiting participation in the political process and the resulting effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments.
5. that various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies.
7. the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions.

<b>Essential Questions: Students will keep considering...</b> <ul style="list-style-type: none"> <li>● How have events in North America and the United States related to contemporary developments in the rest of the world?</li> <li>● How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?</li> </ul>
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- How and why have debates over American national identity changed over time?
- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- How have debates over economic values and the role of the government in the U.S. economy affected politics, society, the economy, and the environment?
- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?
- Why have people migrated to, from, and within North America?
- How have changes in migration and population patterns affected American life?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<b>Key Concept 7.1:</b> Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.		Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity	NAT-1.0
I. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.	WXT-2.0 WXT-3.0 MIG-2.0	Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	NAT-2.0
II. <b>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.</b>	POL-2.0 <b>POL-3.0</b> GEO-1.0 CUL-3.0	Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.	NAT-3.0
III. <b>During the 1930s, policymakers responded to the mass unemployment and social upheavals</b>	POL-1.0 <b>POL-3.0</b>	Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups'	NAT-4.0

<b>of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.</b>	WXT-1.0 WXT.2.0	experiences have related to U.S. national identity.	
<b>Key Concept 7.2:</b> Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.		Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	POL-1.0
I. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity	NAT-2.0 WXT-3.0 CUL-1.0 CUL-2.0 CUL-4.0	Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	POL-2.0
II. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.	CUL-4.0 MIG-1.0 MIG-2.0	<b>Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.</b>	<b>POL-3.0</b>
<b>Key Concept 7.3:</b> Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.		Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.	WXT-1.0
I. <b>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.</b>	NAT-3.0 <b>WOR-2.0</b>	Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	WXT-2.0
II. <b>World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests.</b>	NAT-1.0 NAT-3.0 <b>WOR-2.0</b>	Analyze how technological innovation has affected economic development and society.	WXT-3.0
III. <b>U.S. participation in World War II transformed American society, while the victory of the</b>	NAT-3.0 NAT-4.0	Explain how religious groups and ideas have affected American society and political life.	CUL-1.0

<p><b>United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.</b></p>	<p>CUL-3.0 WOR-2.0</p>		
		<p>Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.</p>	<p>CUL-2.0</p>
		<p>Explain how ideas about women’s rights and gender roles have affected society and politics.</p>	<p>CUL-3.0</p>
		<p>Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.</p>	<p>CUL-4.0</p>
		<p>Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.</p>	<p>MIG-1.0</p>
		<p>Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</p>	<p>MIG-2.0</p>
		<p>Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</p>	<p>GEO-1.0</p>
		<p><b>Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.</b></p>	<p><b>WOR-2.0</b></p>

**EVIDENCE of LEARNING**

<p><u>Understanding</u></p> <p>5</p>	<p><u>Thematic Learning Objectives</u></p> <p><b>POL-3.0</b> <b>WOR-2.0</b></p>	<p><b>Unit Performance Assessment:</b> <b>Description of Assessment Performance Task(s):</b> <i>Long Essay Question-</i> Students will write a long essay answering the following prompt: Evaluate the extent to which United States participation in the First World War (1917-1918) marked a turning point in the nation’s role in world affairs. <i>(Periodization Essay)</i></p> <p><i>Student Handout: Period 7 LEQ</i></p> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>● <b>Thesis:</b> Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</li> <li>● <b>Application of Historical Thinking Skills (Periodization):</b> Develop and support an argument that applies historical thinking skills as directed by the question. This is a causation essay.</li> <li>● <b>Supporting the Argument with Evidence:</b> Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.</li> <li>● <b>Synthesis:</b> Extend the argument by explaining the connections between the argument and one of the following. <ul style="list-style-type: none"> <li>○ A development in different historical period, situation, era, or geographical area.</li> <li>○ A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</li> </ul> </li> </ul> <p><b>Performance:</b> <b>Mastery:</b> <i>Students will show that they understand when they are able to score 3 out of 6 points on the APUSH LEQ Rubric.</i></p> <p><b>Link to Scoring Guide:</b> College Board LEQ Rubric <b>Content Scoring Guide from CB:</b> Question #3 pages 37-45</p>	<p><u>Historical Thinking Skills</u></p> <p>Periodization</p> <p>Appropriate Use of Relevant Historical Evidence</p> <p>Synthesis</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21 C</u> Critical Thinking</p>
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**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Thematic Learning Objective</u>	<u>Major Learning Activities:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant:</u>
7	<b>WOR-2.0</b> NAT-1.0 NAT-2.0 NAT-3.0	<p><b>Imperialism Silent Debate Activity</b></p> <p><b>Objective:</b> Students will understand different points of view and to be able to find evidence that supports each point of view.</p> <p><b>Instructional Activity:</b> Students will choose an historical figure from the time period and research their position on imperialism. The teacher will post several prompts around the room and the students will respond to those prompts from the position of the historical figure they choose. They can respond either to the original prompt, or to another historical figures response. The students must write at least one response on each prompt. After conducting the debate, students will complete a debrief activity to discuss the different points of view.</p> <p><b>Links to handouts:</b>  <a href="#">Imperialism Silent Debate Instructions</a>  <a href="#">Imperialism Silent Debate Debrief</a></p>	Interpretation  Historical Argumentation  Contextualization  Appropriate Use of Historical Evidence	C  Critical Thinking  Communication
1,4, 7	NAT-2.0 POL-2.0 CUL-2.0 CUL-4.0	<p><b>Washington and DuBois</b></p> <p><b>Objective:</b> Students will compare and contrast the goals, strategies, and viewpoints of Booker T. Washington and W.E.B. DuBois.</p> <p><b>Instructional Activity:</b> In groups, students will analyze the provided Venn Diagram of Washington and DuBois. Using knowledge gained from readings and class discussions, students will fill in the middle with similarities. After completing the Venn Diagram and discussing reasons for the differences, students will construct a thesis addressing the prompt: Compare and contrast the goals, strategies, and viewpoints of Booker T. Washington and W.E.B. DuBois.</p> <p><b>Link to Resource:</b> <a href="#">Washington and DuBois</a></p>	Comparison	C  Critical Thinking

4	CUL-2.0 CUL-3.0 CUL-4.0 POL-2.0	<p><b>pHarmony Speed Dating Activity</b></p> <p><b>Objective:</b> Students will evaluate the importance of several Progressive Era reformers.</p> <p><b>Instructional Activity:</b> Each student will be assigned a reformer from the Progressive Era. They should use their textbook, class notes, and credible online sources to research their reformer. For their reformer, students will find information such as career contributions and a meaningful quote. On the day of the speed dating activity, students will play the role of their assigned reformer. They will have a limited amount of time to meet with all of the other students to state their case as to why they think they are the most influential reformer of the Progressive Era. At the end of the activity, students will be expected to answer a series of questions which place the efforts of the reformers into a broader historical context.</p> <p><b>Link to Handout:</b> <a href="#">Progressive Speed Dating Activity</a></p>	Historical Argumentation	C  Critical Thinking  Collaboration  Communication  Creativity
4	NAT-2.0 NAT-3.0	<p><b>Case Studies Civil Liberties During WWI</b></p> <p><b>Objective:</b> Students will be able to apply their understanding of the Constitution to scenarios from history by determining if the scenario violates the Constitution.</p> <p><b>Instructional Activity:</b> Students will be given four case scenarios. The class will be divided up into small groups, and each group will focus on one scenario. Each scenario is based on a real historical event. Each group will decide if the scenario is an example that either does or does not violate the Constitution. Each group must justify their answer. Each group will present their findings to the class and there will be a whole class discussion. The teacher can then explain what real historical event the scenario is based on and discuss if the class agrees or disagrees with the Supreme Court.</p> <p><b>Link to Handout:</b> <a href="#">Case Studies Student Handout and Answer Key</a></p>	Contextualization  Interpretation	C  Critical Thinking
5	POL-1.0	<p><b>WWI-Woodrow Wilson Synthesis SAQ (Short Answer Question) and Peer Evaluation</b></p>	Synthesis	C

		<p><b>Objective:</b> Students will be able to combine evidence from primary sources in order to create a persuasive understanding of Woodrow Wilson’s legacy.</p> <p><b>Instructional Activity:</b> Students will complete the Short Answer Question on their own. Teacher could assign it for homework or to be completed in class. The question requires students to read two historical interpretations of Wilson’s legacy. Students will first explain the major differences between the interpretations. Students will then explain how one specific event, development, or circumstance in the period 1912-1945 that is not explicitly mentioned in the excerpts could be used to support each viewpoint. After students complete the SAQ individually, they will participate in a SAQ Tournament. Using the Wilson-SAQ Rubric, students will work in groups of 3-4 students to evaluate SAQs written by other students. Each group must use the SAQ Tournament Score Sheet to record the scores of the SAQs they are evaluating. The number of rounds played will depend upon how many students are in the class. Once students evaluate their initial set of papers, they must pick the best paper out of that group. The SAQs chosen from each group will then go on to the next round. Class keeps playing until a winner is determined.</p> <p><b>Links to Handouts and Resources:</b>  <a href="#">Woodrow Wilson-Synthesis Activity</a>  <a href="#">Wilson-SAQ Rubric</a>  <a href="#">Wilson SAQ Tournament Score Sheet</a>  <a href="#">How To Conduct a SAQ Tournament</a></p>	<p>Interpretation</p> <p>Appropriate Use of Relevant Historical Evidence</p>	<p>Critical Thinking</p> <p>Collaboration</p> <p>Communicate</p>
1, 7	<p>CUL-2.0</p> <p>CUL-3.0</p> <p>CUL-4.0</p>	<p><b>1920s-Image Quiz</b></p> <p><b>Objective:</b> Students will know and understand the major issues of the 1920s</p> <p><b>Instructional Activity:</b> Students will work in small groups to Jot Thoughts regarding major issue of the 1920s as evidenced in each picture. This can be used either as a quick reading quiz or as a way to introduce the 1920s. The pictures stimulate a discussion on each topic. Pictures could also be placed on Google Slides or Voice Thread to house an online discussion of the time period via the pictures.</p> <p><a href="#">1920s Image Quiz answer sheet</a>  <a href="#">1920s Image Quiz</a></p>	<p>Contextualization</p>	<p>A</p> <p>Communication</p>

2, 3	POL-1.0 POL-2.0 <b>POL-3.0</b>	<p><b>Great Depression/New Deal-Twitter Project</b></p> <p><b>Objective:</b> Students will know the major people and events of the time period while using Historical Thinking Skills.</p> <p><b>Instructional Activity:</b> Students will create a multimedia presentation of Twitter pages for four people during the Great Depression. The pages must include posts that have educational value and accurate historical content. Students will be specifically graded on their use of Historical Thinking Skills such as contextualization, causation, and synthesis.</p> <p><b>Links to Handouts and Resources:</b>  <a href="#">Twitter Project Sample</a>  <a href="#">Twitter Project Template</a>  <a href="#">Twitter Project Directions</a></p>	Contextualization  Causation  Synthesis	C  Critical Thinking  Communication  Creativity
5	<b>WOR-2.0</b> NAT-3.0	<p><b>WWII-Continuity/Change Over Time...American Foreign Policy, 1898-1945</b></p> <p><b>Objective:</b> Students will be able to analyze and evaluate historical patterns of continuity and change over time as well as connect those patterns to larger historical processes or themes</p> <p><b>Instructional Activity:</b> Students are presented with the following prompt-Evaluate the extent to which United States foreign policy maintained continuity as well as fostered change between 1898 and 1945. The first step is to sort a list of events and policies into three categories-Imperialism/Expansion, Isolationism/Nationalism, and Interventionism/Internationalism. The second step is to contextualize the events and actions and then complete one comparative contextualization for each of the three policies of the 20th century. The next step is to write a thesis statement for the prompt. The final step is to analyze the documents using the HIPP document analysis strategy (Historical Context, Intended Audience, Author’s Purpose, Author’s Point of View).</p> <p><b>Link to Student Handout:</b>  <a href="#">American Foreign Policy (CCOT)</a></p>	CCOT  Contextualization  Historical Argumentation  Appropriate Use of Relevant Historical Evidence  Interpretation	C  Critical Thinking
5	NAT-3.0 <b>WOR-2.0</b>	<b>WWII-Comparing Sources-Foreign Policy in Prelude to WWII</b>	Synthesis	C

	<p><b>Objective:</b> Students will understand different points of view and to be able to find evidence that supports each point of view.</p> <p><b>Instructional Activity;</b> Students will practice using synthesis. Students will read two excerpts-FDR’s “Quarantine Speech” and Charles Lindberg’s “America First Committee Speech.” FDR leaves open the possibility of going to war while Lindberg is a complete isolationist. After reading both excerpts, students will explain the major difference between these two viewpoints on intervention in WWII. Students must then explain one specific event, development, or circumstance in the period 1898-1940 that could be used to support each of the viewpoints. This is a Short Answer Question modeled from the AP US History exam.</p> <p><b>Link to Student Handout:</b>  <a href="#">Synthesis-Foreign Policy in Prelude to WWII</a></p>	<p>Appropriate Use of Relevant Historical Evidence</p> <p>Interpretation</p>	<p>Critical Thinking</p>
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## UNIT RESOURCES

### **Teacher Resources:**

- Henretta, Hinderaker, Edwards, and Self. *America’s History*. Boston: Bedford/St. Martins, 2014. Chapters 21, 22, 23, and 24

### **General Resources:**

- Davidson and Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw Hill, 2010.
- [Digital History Project](#)
- Dudley, William, and John Chalberg. *Opposing Viewpoints in American History*. Detroit: Greenhaven, 2007.
- [Gilder Lehrman Institute: AP US History Study Guide](#)
- Lindaman, Dana, and Kyle Roy Ward. *History Lessons: How Textbooks from around the World Portray U.S. History*. New York: New, 2004.
- Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon & Schuster, 2007.
- Madaras, Larry, and James M. SoRelle. *Taking Sides*. New York, NY: McGraw-Hill, 2013.
- Schweikart, Larry, and Michael Allen. *A Patriot’s History of the United States: From Columbus’s Great Discovery to America’s Age of Entitlement*. New York: Sentinel, 2014.
- [Stanford History Education Group](#)
- Ward, Kyle Roy. *History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200*

Years. New York: New, 2007.

- Zinn, Howard. *A People's History of the United States: 1492-Present*. New York: Harper Perennial Modern Classics, 2005.

### **Unit Resources:**

- American Experience: Surviving the Dust Bowl: PBS, 1998. DVD.
- Egan, Timothy. *The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl*. New York: Mariner Books, 2006.
- Greene, Julie. *The Canal Builders: Making America's Empire at the Panama Canal*. New York: Penguin Press, 2009.
- Herman, Arthur. *Freedom's Forge: How American Business Produced Victory in World War II*. New York: Random House, 2012.
- Katznelson, Ira. *Fear Itself: The New Deal and the Origins of Our Time*. New York: Liveright, 2013.
- Ken Burns: The Dust Bowl: PBS, 2012. DVD.
- Ken Burns: Prohibition: PBS, 2011. DVD.
- Ken Burns: The War: PBS, 2007. DVD.
- Kennedy, David. *Freedom from Fear: The American People in Depression and War, 1929-1945*. New York: Oxford University Press, 2001.
- Klein, Maury. *A Call to Arms: Mobilizing America for World War II*. New York: Bloomsbury Press, 2013.
- Kyvig, David E. *Daily Life in the United States, 1920-1940: How Americans Lived Through the Roaring Twenties and the Great Depression*. New York: Ivan R. Dee, 2004.
- Macmillan, Margaret. *Paris 1919: Six Months that Changed the World*. New York: Random House, 2003)
- Miller, Nathan. *New World Coming: The 1920s and the Making of Modern America*. New York: Da Capo Press, 2004.
- Moran, Jeffrey. *The Scopes Trial: A Brief History with Documents*. New York: Bedford/St. Martin's, 2002.
- Okrent, Daniel. *Last Call: The Rise and Fall of Prohibition*. New York: Scribner, 2011.
- Olson, Lynne. *Those Angry Days: Roosevelt, Lindbergh, and America's Fight Over World War II, 1939-1941*. New York: Random House, 2013.
- Schlaes, Amity. *The Forgotten Man: A History of the Great Depression*. New York: Harper Perennial, 2008.
- Smith, Bonnie G. *Imperialism: A History in Documents*. New York: Oxford University Press, 2000.
- Terkel, Studs. *The Good War*. New York: New Press, 1997.
- Terkel, Studs. *Hard Times: An Oral History of the Great Depression*. New York: New Press, 2000.
- Thomas, Evan. *The War Lovers: Roosevelt, Lodge, Hearst and the Rush to Empire, 1898*. New York: Little, Brown and Company, 2010
- Zeitz, Joshua. *Flapper*. New York: Three Rivers Press, 2007.

### **Student Resources:**

#### **Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 21, 22, 23, and 24

#### **Review Materials:**

- [Crash Course US History: American Imperialism](#)
- [Crash Course US History: America in World War I](#)
- [Crash Course US History: Women's Suffrage](#)
- [Crash Course US History: The Roaring 20's](#)
- [Crash Course US History: The Great Depression](#)
- [Crash Course US History: The New Deal](#)
- [Crash Course US History: World War II, Part 1](#)
- [Crash Course US History: World War II, Part 2](#)
- Newman, John J. *United States History: Preparing for the Advanced Placement Examination*. Logan, IA: AMSCO Perfection Learning, 2014.

**Vocabulary:**

\*Terms that do not actually appear in the Concept Outline but are described in such a way in the outline that makes them essential to know

1920 census  
 Great Depression  
 Progressive Era  
 \*muckrakers  
 18<sup>th</sup> Amendment  
 19<sup>th</sup> Amendment  
 preservationists  
 conservationists  
 National Parks  
 Welfare state  
 American liberalism  
 Franklin Roosevelt  
 New Deal  
 Relief, recovery, reform  
 Conservatives  
 \*New Deal Coalition  
 radio  
 cinema  
 Harlem Renaissance  
 \*Espionage and Sedition Acts  
 Red Scare  
 World War I  
 National Origins Act (quotas)  
 World War II

Great Migration  
Imperialism  
1890 census  
\*Frontier thesis  
anti-imperialists  
Spanish American War  
Philippine Insurrection  
Neutrality  
Woodrow Wilson  
American Expeditionary Force  
Allies vs. Central Powers  
Treaty of Versailles  
League of Nations  
Unilateral foreign policy  
Isolationism  
Fascism  
Totalitarianism  
Nazi Germany  
Japan  
Pearl Harbor  
Allies vs. Axis  
Holocaust  
Mobilization  
Japanese internment  
Island hopping  
D-Day invasion  
Atomic bomb





<b>Content Area: Social Studies</b>	<b>Course: AP United States History</b>	<b>Period 8: 1945-1980</b>
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<b>Unit Description:</b> After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.	<b>Unit Timeline: 4 Weeks</b>
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<b>DESIRED Results</b>
<b>Transfer Goal - Students will be able to independently use their learning to...</b> develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

“Students will understand...”

1. how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities.
3. migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America.
4. the mechanisms for creating, implementing, or limiting participation in the political process and the resulting effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments.
5. that various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies.
7. the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions.

<b>Essential Questions: Students will keep considering...</b> <ul style="list-style-type: none"> <li>● How have events in North America and the United States related to contemporary developments in the rest of the world?</li> <li>● How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?</li> </ul>
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- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?
- How and why have debates over American national identity changed over time?
- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?
- Why have people migrated to, from, and within North America and how have these changes in migration and population patterns affected American life?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<b>Key Concept 8.1:</b> The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.		<b>Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.</b>	<b>NAT-1.0</b>
I. 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.	WXT-2.0 WOR-2.0	Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	NAT-2.0
II. 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.	NAT-3.0 GEO-1.0 WOR-2.0	Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.	NAT-3.0
<b>Key Concept 8.2:</b> New movements for civil rights and		Analyze relationships among different regional, social,	NAT-4.0

liberal efforts to expand the role of government generated a range of political and cultural responses.		ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.	
<b>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 racial equality was slow.</b>	<b>NAT-1.0</b> NAT-2.0 NAT-4.0 <b>POL-2.0</b>	Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	POL-1.0
<b>II. Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.</b>	NAT-4.0 <b>POL-2.0</b> CUL-3.0 CUL-4.0 GEO-1.0	<b>Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.</b>	<b>POL-2.0</b>
<b>III. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement</b>	POL-1.0 <b>POL-2.0</b> POL-3.0	Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	POL-3.0
<b>Key Concept 8.3:</b> Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.		Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	WXT-2.0
<b>I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.</b>	WXT-3.0 MIG-1.0 MIG-2.0	Analyze how technological innovation has affected economic development and society.	WXT-3.0
<b>II. 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.</b>	<b>POL-2.0</b> <b>CUL-1.0</b> CUL-2.0 CUL-3.0	<b>Explain how religious groups and ideas have affected American society and political life.</b>	<b>CUL-1.0</b>
		Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.	CUL-2.0
		Explain how ideas about women's rights and gender roles have affected society and politics.	CUL-3.0

		Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.	CUL-4.0
		Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.	MIG-1.0
		Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	MIG-2.0
		Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	GEO-1.0
		Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.	WOR-2.0
		Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE-3
		Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE-6

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Thematic Learning Objectives</u>	<u>Unit Performance Assessment:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant</u>
7	<p><b>NAT 1.0</b> <b>CUL 1.0</b> <b>POL 2.0</b></p>	<p><b>Description of Assessment Performance Task(s):</b> Students will be writing a long essay question (LEQ) from Period 8. This essay prompt will also require students to use their knowledge of Periods 5 and 7 in addition to Period 8. The prompt is: Compare and contrast the impact of religion on the United States in the antebellum period (1800-1860) and in the second half of the twentieth century (1945-2000).</p> <p>Student Handout: Period 8 LEQ Essay PE</p> <p><b>Teacher will assess:</b> In your response you should do the following.</p> <ul style="list-style-type: none"> <li>● <b>Thesis:</b> Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</li> <li>● <b>Application of Historical Thinking Skills:</b> Develop and support an argument that applies historical thinking skills as directed by the question. This is a causation essay.</li> <li>● <b>Supporting the Argument with Evidence:</b> Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.</li> <li>● <b>Synthesis:</b> Extend the argument by explaining the connections between the argument and one of the following.             <ul style="list-style-type: none"> <li>○ A development in different historical period, situation, era, or geographical area.</li> <li>○ A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</li> </ul> </li> </ul> <p><b>Performance:</b> <b>Mastery:</b> Students must score a 3 out of 6 on the LEQ Scoring Guide to have mastered the performance event.</p>	<p>Comparison</p> <p>Historical Argumentation</p> <p>Appropriate Use of Relevant Historical Evidence</p> <p>Synthesis</p>	<p>C</p> <p><u>21C</u></p> <p>Critical Thinking</p>

		<p><b>Scoring Guide:</b> Teachers are to use the Comparison LEQ Scoring Guide for this performance event. College Board LEQ Rubric</p> <p>Content Scoring Guide from CB: Period 8 PE Content Rubric</p>		
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**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Thematic Learning Objective</u>	<u>Major Learning Activities:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant:</u>
5	WOR-2.0 WXT-2.0	<p><b>Cold War Foreign Policy</b></p> <p><b>Objective:</b> Students will be able to write a successful DBQ essay by analyzing documents on the impact of America’s foreign policy on the beginning of the Cold War.</p> <p><b>Instructional Activity:</b> Using the graphic organizer and provided documents, students will practice the skills needed for writing a successful DBQ: brainstorming relevant information, writing a thesis statement, analyzing documents (HIPP), and writing a conclusion including contextualization and synthesis.</p> <p><b>Link to Handout:</b> <a href="#">Cold War Causation DBQ Activity</a></p>	<p>Contextualization</p> <p>Historical Causation</p> <p>Appropriate Use of Historical Evidence</p> <p>Synthesis</p>	<p>C</p> <p>Critical Thinking</p>
1	CUL-1.0 CUL-2.0 CUL-3.0 CUL-4.0	<p><b>American Culture of the 1960s and 1970s</b></p> <p><b>Objective:</b> Students will analyze American cultures during the decades of the 60s and 70s. Students will also describe the social and economic issues of each time period.</p> <p><b>Instructional Activity:</b> While viewing the first episode of <i>All In the Family</i>, students will cite examples of 1960s and 1970s culture on the provided T-Chart. Students should also take note of any social and economic issues which are apparent in the episode. The activity will conclude with a fishbowl or socratic seminar discussion of defining characteristics of the two decades.</p>	<p>Periodization</p> <p>Contextualization</p>	<p>A</p> <p>Critical Thinking</p>

		<b>Link to Handout:</b> <a href="#">All in the Family Viewing Guide</a>		
4	POL-1.0 <b>POL-2.0</b> POL-3.0  ISTE-3	<p><b>Comparison of FDR’s New Deal and LBJ’s Great Society Programs</b></p> <p><b>Objective:</b> Students will compare and contrast Franklin Roosevelt’s New Deal and Lyndon Johnson’s Great Society by analyzing the extent to which each was successful in addressing social issues.</p> <p><b>Instructional Activity:</b> Students will use their textbooks and outside resources to research the extent to which each plan was successful in improving American society in the following areas: social welfare, labor, gender equality, civil rights, finance, education and the arts, the environment, economic opportunity, housing, and immigration.</p> <p>After conducting their research, students will write a complete introduction and thesis addressing the following prompt: Compare and contrast the goals, policies, and effectiveness of the New Deal and Great Society. Students will view others’ introduction and provide feedback using PQS (Praise, Question, Suggestion) or other feedback structure provided by the teacher.</p> <p><b>Link to Handout:</b> <a href="#">New Deal and Great Society Comparison</a></p>	Contextualization  Synthesis	B  Critical Thinking
1, 3, 4, & 7	<b>POL-2.0</b>  ISTE-3 ISTE-6	<p><b>Modern Era Movements</b></p> <p><b>Objective:</b> Students will understand the causes and effects of the numerous social movements that arose in the United States in the post World War II era.</p> <p><b>Instructional Activity:</b> Students will be placed in groups and assigned one movement to research. They will create a presentation (Google Slides, Prezi, We Video, PowToon, etc.) over one of the social movements that occurred in the US during the 1950s-1970s. The presentation will cover: causes of the movement, beliefs of the movement, important people, successes and failures of the movement, important events related to the movement, the movement’s use of media, and long term effects of the movement.</p> <p><b>Link to Handout:</b> <a href="#">Modern Era Movements Project Guidelines and Scoring Guide</a></p>	Contextualization  Historical Causation  Interpretation	C  Critical Thinking  Communication



## UNIT RESOURCES

### Teacher Resources:

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 25, 26, 27, 28, and 29

### General Resources:

- Davidson and Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw Hill, 2010.
- [Digital History Project](#)
- Dudley, William, and John Chalberg. *Opposing Viewpoints in American History*. Detroit: Greenhaven, 2007.
- [Gilder Lehrman Institute: AP US History Study Guide](#)
- Lindaman, Dana, and Kyle Roy Ward. *History Lessons: How Textbooks from around the World Portray U.S. History*. New York: New, 2004.
- Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon & Schuster, 2007.
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- Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to America's Age of Entitlement*. New York: Sentinel, 2014.
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- Zinn, Howard. *A People's History of the United States: 1492-Present*. New York: Harper Perennial Modern Classics, 2005.

### Unit Resources:

- American Experience: Freedom Riders. PBS, 2011. DVD.
- Branch, Taylor. *At Canaan's Edge: America in the King Years, 1965-68*. New York: Simon & Schuster, 2007.
- Branch, Taylor. *Parting the Waters: America in the King Years, 1954-63*. New York: Simon & Schuster, 1989.
- Branch, Taylor. *Pillar of Fire: America in the King Years, 1963-65*. New York: Simon & Schuster, 1999.
- Clarkson, Clayborne. *The Eyes on the Prize Civil Rights Reader*. New York: Penguin, 1991.
- Cohen, Lizabeth. *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*. New York: Vintage Books, 2003.
- Eyes on the Prize: America's Civil Rights Years, 1954-1965. PBS, 2010. DVD.
- Hampton, Henry. *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s*. New York: Bantam, 1991.
- Kinzer, Stephen. *The Brothers: John Foster Dulles, Allen Dulles, and their Secret World War*. New York: Times Books, 2013.
- May, Elaine Tyler. *Homeward Bound: American Families in the Cold War Era*. New York: Basic Books, 2008.
- McCullough, David. *Truman*. New York: Simon, 1996.
- Swift, Earl. *The Big Roads: The Untold Story of the Engineers, Visionaries, and Trailblazers who Created the American Superhighways*.

New York: Mariner Books, 2012.

- Thomas, Evan. *Being Nixon: A Man Divided*. New York: Random House, 2015.
- Thomas, Evan. *Ike's Bluff: President Eisenhower's Secret Battle to Save the World*. New York: Little, Brown & Co., 2012.
- Ultimate Guide to the Presidents. History Channel, 2013. DVD.
- Woodward, C. Vann. *The Strange Career of Jim Crow*. New York: Oxford Press, 2001.

### **Student Resources:**

#### **Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 25, 26, 27, 28, and 29

#### **Review Materials:**

- [Crash Course US History: The Cold War](#)
- [Crash Course US History: The Cold War in Asia](#)
- [Crash Course US History: Civil Rights and the 1950s](#)
- [Crash Course US History: The 1960s in America](#)
- [Crash Course US History: The Rise of Conservatism](#)
- [Crash Course US History: Ford, Carter, and the Economic Malaise](#)
- Newman, John J. *United States History: Preparing for the Advanced Placement Examination*. Logan, IA: AMSCO Perfection Learning, 2014.

#### **Vocabulary:**

\*Terms that do not actually appear in the Concept Outline but are described in such a way in the outline that makes them essential to know

Cold War  
Communism  
Free-market  
Collective security  
Containment  
Korean War  
Vietnam War  
Détente  
Decolonization  
Non-aligned nations  
Military-industrial complex  
Martin Luther King, Jr.

Desegregation of the armed forces

*Brown v. Board of Education*

Civil Rights Act of 1964

\*Voting Rights Act of 1965

Lyndon Johnson

Great Society

Private sector

Baby boom

Sun Belt

\*Immigration and Naturalization Act of 1965

evangelical Christian churches

<b>Content Area: Social Studies</b>	<b>Course: AP United States History</b>	<b>Period 9: 1980-Present</b>
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<b>Unit Description:</b> As the United States 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.	<b>Unit Timeline: 2 Weeks</b>
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<b>DESIRED Results</b>
<b>Transfer Goal - Students will be able to independently use their learning to.....</b> develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

“Students will understand...”

2. how different economic and labor systems, technological innovations, and government policies have shaped American society.
4. the mechanisms for creating, implementing, or limiting participation in the political process and the resulting effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments.
7. the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions.

<p><b>Essential Questions: Students will keep considering...</b></p> <ul style="list-style-type: none"> <li>● How and why have different political and social groups competed for influence over society and government in what would become the United States?</li> <li>● How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?</li> <li>● How have changes in markets, transportation, and technology affected American society from colonial times to the present day?</li> <li>● How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?</li> <li>● How have events in North America and the United States related to contemporary developments in the rest of the world?</li> </ul>
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- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

Students will know.....	Standard	Students Will Be Able to.....	Standard
<b>Key Concept 9.1:</b> A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.		Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	NAT-2.0
I. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.	POL-1.0 POL-2.0 POL-3.0 WXT-2.0	Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.	NAT-3.0
<b>Key Concept 9.2:</b> Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.		Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.	NAT-4.0
<b>I. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.</b>	WXT-1.0 WXT-2.0 <b>WXT-3.0</b>	Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	POL-1.0
II. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.	NAT-4.0 CUL-3.0 MIG-1.0 MIG-2.0	Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	POL-2.0
<b>Key Concept 9.3:</b> 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.		Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies	POL-3.0
<b>I. The Reagan administration promoted an</b>	<b>WOR-2.0</b>	Explain how different labor systems developed in North	WXT-1.0

interventionist foreign policy that continued in later administrations, even after the end of the Cold War.		America and the United States, and explain their effects on workers' lives and U.S. society.	
II. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.	NAT-2.0 NAT-3.0 GEO-1.0 WOR-2.0	Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	WXT-2.0
		<b>Analyze how technological innovation has affected economic development and society</b>	<b>WXT-3.0</b>
		Explain how ideas about women's rights and gender roles have affected society and politics.	CUL-3.0
		Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.	MIG-1.0
		Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	MIG-2.0
		Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	GEO-1.0
		<b>Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.</b>	<b>WOR-2.0</b>

**EVIDENCE of LEARNING**

<p><u>Understanding</u></p> <p>2</p>	<p><u>Thematic Learning Objectives</u></p> <p><b>WXT-3.0</b> <b>WOR-2.0</b></p>	<p><b><u>Unit Performance Assessment:</u></b></p> <p><b>Description of Assessment Performance Task(s):</b> A short-answer question will directly address one or more of the thematic learning objectives for the course. Questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian’s argument, non textual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.</p> <p><b>Prompt:</b> In 1984, the CIA admitted that it had exaggerated Soviet military expenditures, that since 1975 it had claimed Soviet military spending was growing by 4 to 5 percent each year when the actual figure was 2 percent. Thus, by misinformation, even deception, the result was to inflate military expenditures.</p> <p>(a) Briefly explain ONE major difference in the interpretations of Schweikart &amp; Allen and Zinn. (b) Briefly explain how someone supporting Schweikart &amp; Allen’s interpretation could use ONE piece of evidence from the period between 1945-1991 not directly mentioned in the excerpt. (c) Briefly explain how someone supporting Zinn’s interpretation could use ONE piece of evidence from the period between 1945-1991 not directly mentioned in the excerpt.</p> <p><b>Teacher will assess:</b> Students’ ability to accurately identify and analyze examples of historical evidence relevant to the source or questions.</p> <p><b><u>Performance:</u></b> <b>Mastery:</b> <i>Students will show that they understand when they earn 2 out of 3 points on each Short Answer set of questions. Period 9 Performance Event Rubric</i></p>	<p><u>Historical Thinking Skills</u></p> <p>Comparison</p> <p>Historical Argumentation</p> <p>Appropriate Use of Relevant Historical Evidence</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21C</u></p> <p>critical thinking</p>
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**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Thematic Learning Objective</u>	<u>Major Learning Activities:</u>	<u>Historical Thinking Skills</u>	<u>R/R Quadrant:</u>
2, 7	POL-1.0 POL-3.0 WXT-1.0 WXT-2.0	<p><b>Historical Analysis-Periodization...The Reagan Era, 1980-1993 &amp; Modern Times 1993 to the Present</b></p> <p><b>Objective:</b> Students will explain ways that historical events and processes can be organized within blocks of time and analyze and evaluate competing models of periodization of United States history.</p> <p><b>Implementation:</b> Students will work in small cooperative groups to complete the graphic organizer. The graphic organizer requires students to define the period by identifying the previous era and turning points within the period. Students must also describe defining characteristics of the period and finally support, refute, or modify an assertion. Students will then discuss their ideas during a whole class discussion.</p> <p><b>Links to Resources:</b> <a href="#">Periodization Student Handout</a></p>	Periodization	C  Critical Thinking
7	POL-1.0 POL-2.0 POL-3.0	<p><b>Historical Analysis-Cause and Effect...The New Right</b></p> <p><b>Objective:</b> Students will analyze the causes and effects of the New Right.</p> <p><b>Implementation:</b> First students will read a summary (secondary source) and highlight evidence of causes of the New Right forming. This can be done as homework. In small cooperative groups, students will then use their document analysis skills and explain the historical context and one of the following for each document: intended audience, author's purpose, or author's point of view. It is important that students remember their objective is to explain causation. Inside/Outside Circle or Stir the Classroom can be used to pull all of the evidence together, and then students will write a complete introduction and thesis for the following prompt: Explain the causes of New Right conservatives' social, economic, and foreign policy goals from the 1960s to the 1980s and assess the degree to which the Reagan and Bush administrations succeeded in implementing</p>	Historical Causation	C  Critical Thinking



		<p>these goals.</p> <p><b>Links to Resources:</b> <a href="#">Cause and Effect The New Right Student Handout</a></p>		
4, 7	<p><b>WOR-2.0</b> POL-1.0</p>	<p><b>Contextualization-The Carter Presidency</b></p> <p><b>Objective:</b> Students will practice HTS (Historical Thinking Skills) by reading an article, highlighting the main ideas, and completing analysis of the document.</p> <p><b>Implementation:</b> This article could be given as a homework assignment. On their own, students read the article and highlight main ideas. They must also explain the historical context and author’s point of view (HTS). Finally students will explain the connection of the conservative resurgence and the election of Reagan in 1980.</p> <p><b>Links to Resources:</b> <a href="#">The Carter Presidency Student Handout</a></p>	Contextualization	<p>C</p> <p>Critical Thinking</p>
4	<p>NAT-3.0 NAT-4.0 <b>WOR-2.0</b></p>	<p><b>Contextualization-September 11, 2001</b></p> <p><b>Objective:</b> Students will be able to explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.</p> <p><b>Implementation:</b> Students will thoughtfully complete the historical contextualization in the space provided on the graphic organizer. Analysis should be written in complete sentences and include at least one piece of specific historical evidence for each part. In small cooperative groups students will analyze the context of 9-11 by first identifying local context; then comparing the event to other events in history similar in kind from an earlier time; and finally placing the event in the broad context and establishing the big picture. This activity will end with small groups using <a href="#">Four Box Synectics</a> or <a href="#">Recipe</a> strategy to summarize and solidify their thinking.</p> <p><b>Links to Resources:</b> <a href="#">September 11 Student Handout</a></p>	Contextualization	<p>C</p> <p>Critical Thinking</p>

## UNIT RESOURCES

### **Teacher Resources:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 30 and 31

### **General Resources:**

- Davidson and Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw Hill, 2010.
- [Digital History Project](#)
- Dudley, William, and John Chalberg. *Opposing Viewpoints in American History*. Detroit: Greenhaven, 2007.
- [Gilder Lehrman Institute: AP US History Study Guide](#)
- Lindaman, Dana, and Kyle Roy Ward. *History Lessons: How Textbooks from around the World Portray U.S. History*. New York: New, 2004.
- Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon & Schuster, 2007.
- Madaras, Larry, and James M. SoRelle. *Taking Sides*. New York, NY: McGraw-Hill, 2013.
- Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to America's Age of Entitlement*. New York: Sentinel, 2014.
- [Stanford History Education Group](#)
- Ward, Kyle Roy. *History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200 Years*. New York: New, 2007.
- Zinn, Howard. *A People's History of the United States: 1492-Present*. New York: Harper Perennial Modern Classics, 2005.

### **Unit Resources:**

- Brands, H. W. *Reagan: The Life*. New York: Doubleday, 2015.

### **Student Resources:**

#### **Textbook:**

- Henretta, Hinderaker, Edwards, and Self. *America's History*. Boston: Bedford/St. Martins, 2014. Chapters 30 and 31

#### **Review Materials:**

- [Crash Course US History: The Reagan Revolution](#)
- [Crash Course US History: George HW Bush and the End of the Cold War](#)
- [Crash Course US History: The Clinton Years, or the 1990s](#)
- [Crash Course US History: Terrorism, War, and Bush 43](#)
- [Crash Course US History: Obamanation](#)
- Newman, John J. *United States History: Preparing for the Advanced Placement Examination*. Logan, IA: AMSCO Perfection Learning,

2014.

**Vocabulary:**

\*Terms that do not actually appear in the Concept Outline but are described in such a way in the outline that makes them essential to know

Ronald Reagan

Election of 1980

\*Reaganomics / supply side economics

deregulation

free-trade agreements

“social safety net”

Internet

Social networking

Service sector

Manufacturing

Real wages

Interventionism

September 11, 2001 terror attacks

War on Terror

World Trade Center

Pentagon

War in Afghanistan

War in Iraq

Fossil fuels