

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Advanced Placement United States History
Grades 10-12

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Advanced Placement United States History
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CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

(Approved 8/26/2011)

INTRODUCTION AND PHILOSOPHY

AP courses are rigorous academic classes available to students who are interested in the opportunity to pursue challenging college-level classes. The College Board's AP courses are offered in a wide variety of subjects that students can take while still in high school. They offer exciting and stimulating coursework through a college experience while at Trumbull High School. Through these college-level courses and exams, students can earn college credit and/or advanced standing while also distinguishing themselves in the college admission process. AP courses can help students acquire the skills and habits necessary to be successful in post-secondary education.

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing. This section presents the disciplinary practices and reasoning skills that students should develop in all AP history courses. The tables describe what students should be able to do with each practice or skill. Every AP exam question will assess one or more of these practices and skills.

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

In AP U.S. History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography

and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

The AP U.S. History Course and subsequent exam defines what representative colleges and universities typically expect students to know and be able to do in order to earn college credit or placement. Students practice the thinking skills used by historians by studying primary and secondary source evidence, analyzing a wide array of historical evidence and perspectives, and expressing historical arguments in writing.

Although the course framework is designed to provide a clear and detailed description of the course content and skills, it is not a set curriculum. Teachers create their own curricula to meet the needs of their students and any state or local requirements.

The Inclusion of Names and Specific Historical Examples

As has been the case for all prior versions of the AP U.S. History course, this AP U.S. History course framework includes a minimal number of individual names: the founders, several presidents and party leaders, and other individuals who are almost universally taught in college-level U.S. history courses. As history teachers know well, the material in this framework cannot be taught without careful attention to the individuals, events, and documents of American history; however, to ensure teachers have flexibility to teach specific content that is valued locally and individually, the course avoids prescribing details that would require all teachers to teach the same historical examples. Each teacher is responsible for selecting specific individuals, events, and documents for student investigation of the material in the course framework.

The Founding Documents

In the context of American history, the in-depth examination of the ideas and debates in the founding documents (e.g., the Declaration of Independence, the Constitution, the Bill of Rights, the Federalist Papers) helps students better understand pivotal moments in America's history. Through close reading and careful analysis of these documents, students gain insights into the remarkable people, ideas, and events that shaped the nation. Ultimately, students with command of the founding documents and a capacity to trace their influence will find opportunities throughout the course to draw on and apply this knowledge. Throughout the course, students closely read and analyze foundational documents and other primary and secondary sources in order to gain historical understanding. Teachers may use these documents to help students trace ideas and themes throughout American history. On the AP U.S. History Exam, students will be expected to read and analyze primary and secondary sources, draw upon evidence from them, and connect them to the students' own historical knowledge and understanding. For these reasons, teachers may elect to teach the founding documents and the ideas they express in depth during the course.

COURSE DESCRIPTION

Advanced Placement United States History

Course Name and Level:

Advanced Placement United States History

Course Credit:

One class period daily for a full year

One credit toward Social Studies graduation requirements

Prerequisites:

9th grade Social Studies

Placement will be based on past performance in Social Studies courses, literacy profiles and teacher recommendations.

General Description of the Course Content:

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Assessment:

Students will be required to complete daily readings, research projects, writing, formative and summative assessments, as well as engage in class discussions and activities.

College Board AP United States History Exam

The AP U.S. History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question.

Text(s):

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

Supplemental Texts:**Primary Source Documents**

Students will be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. These sources will include written documents as well as images, such as photographs, cartoons, and works of art.

Secondary Source Documents

Secondary sources will include non-contemporary accounts of the past written by historians or scholars of other related disciplines, such as economists, sociologists, political commentators, or art historians, as well as data sets, charts, and maps.

Founding Documents

Students will engage in close reading and analysis of the ideas and debates of the founding documents to gain historical understanding and capacity to trace the influence of these ideas throughout the course. A command of the ideas and language of the founding documents and their influence will not only help students succeed on the AP Exam and in college but also will open up opportunities for them to participate more deeply in civic life in the United States and globally.

Sample Instructional Strategies:

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Groups
- Fishbowls
- Graphic Organizers
- Guided Discussion
- Jigsaw
- Looking for Patterns
- Making Connections
- Match Claims and Evidence
- Questioning the Text
- Quick Write
- Self/Peer Revision
- Shared Inquiry
- Socratic Seminar
- Think-Pair-Share

COURSE FRAMEWORK COMPONENTS

The course framework includes two essential components:

1. **Historical Thinking Skills and Reasoning Processes:** The historical thinking skills and reasoning processes are central to the study and practice of U.S. history. Students should practice and develop these skills and processes on a regular basis over the span of the course.
2. **Course Content:** The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

COURSE STANDARDS

Course standards are devised by the College Board. These standards are congruent with national Social Studies standards and ask students to apply historical thinking and reasoning skills as well as examine themes across American history.

Connecticut Social Studies Frameworks

Inquiry

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Social Studies

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

HIST 9–12.5 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

HIST 9–12.8 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HIST 9–12.10 Critique the appropriateness of the historical sources used in a secondary interpretation.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

CIV 9–12.3 Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Common Core Grades 6-12 Literacy in History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE Technology Standards

ISTE 1.2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE 1.3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE 1.3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE 1.4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE 1.6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE 1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

ISTE 1.7a: Students use digital tools to connect with learners from a variety of cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE 1.7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE 1.7c: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

ISTE 1.7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

COURSE GOALS

Students will

- master a broad body of historical knowledge.
- demonstrate an understanding of historical chronology.
- use historical data to support an argument or position.
- differentiate between historiographical schools of thought.
- interpret and apply data from original documents, including cartoons, graphs, letters.
- explain the historical significance of a source's point of view, purpose, historical situation and/or audience.
- use the analytical skills of contextualization, comparison, causation and continuity and change over time.
- work effectively with others to produce products and solve problems.
- identify major themes in history.
- prepare for and successfully complete the Advanced Placement Exam and future post-secondary courses.

COURSE ENDURING UNDERSTANDINGS

Students will understand the following themes in United States History:

Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

AMERICAN AND NATIONAL IDENTITY (NAT) This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

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.

GEOGRAPHY AND THE ENVIRONMENT (GEO) This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.

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.

POLITICS AND POWER (PCE) 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.

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.

AMERICAN AND REGIONAL CULTURE (ARC) This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

SOCIAL STRUCTURES (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.

COURSE ESSENTIAL QUESTIONS

- How has the American national identity changed over time?
- How have changes in markets, transportation and technology affected American society?
- How have changes in migration and population patterns affected American life?
- How have various groups sought to change the federal government's role in American political, social and economic life?
- How has United States involvement in global conflicts set the stage for domestic social changes?
- How did the institutions and values between the environment and Americans shape various groups in North America?
- How have changes in moral, philosophical and cultural attitudes affected United States History?

COURSE KNOWLEDGE AND SKILLS

Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course content and concepts.

Students will know how to

Development and Processes

- identify and explain a historical concept, development, or process.

Sourcing and Situation

- identify and explain a source's point of view, purpose, historical situation, and/or audience.
- explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Claims and Evidence in Sources

- identify and describe a claim and/or argument in a source.
- identify the evidence used in a source to support an argument.
- compare the arguments or main ideas of two sources.
- explain how claims or evidence support, modify, or refute a source's argument.

Contextualization

- identify and describe a historical context for a specific historical development or process.
- explain how a specific historical development or process is situated within a broader historical context.

Making Connections

- identify patterns among or connections between historical developments and processes.
- explain how a historical development or process relates to another historical development or process.

Argumentation

- Make a historically defensible claim.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills throughout the course. The reasoning processes ultimately represent the way practitioners think in the discipline.

Students will be able to

Comparison

- describe similarities and/or differences between different historical developments or processes.
- explain relevant similarities and/ or differences between specific historical developments and processes.
- explain the relative historical significance of similarities and/ or differences between different historical developments or processes.

Causation

- describe causes and/or effects of a specific historical development or process.
- explain the relationship between causes and effects of a specific historical development or process.
- explain the difference between primary and secondary causes and between short- and long-term effects.
- explain how a relevant context influenced a specific historical development or process.
- explain the relative historical significance of different causes and/or effects.

Continuity and Change

- describe patterns of continuity and/or change over time.
- explain patterns of continuity and/or change over time.
- explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

COURSE SYLLABUS

Trumbull High School Social Studies Department ***Advanced Placement United States History***

Trumbull High School Mission Statement:

Trumbull High School educates students in a safe, inviting, student-centered community. We encourage academic achievement, extracurricular participation, enthusiasm and self-confidence to foster independence and personal and social growth. We hold our school community to the ethical conduct and social awareness necessary to live and participate in a democratic, diverse, and global society.

Course Description and Purpose:

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Prerequisite Requirements:

9th grade Social Studies

Placement will be based on past performance in Social Studies courses, literacy profiles and teacher recommendations.

Instructional Activities:

There are many instructional modalities to the AP United States History course. These include but are not limited to: lecture, discussion, group-based learning, technology-based learning, viewing films or video, reading assignments, analyzing primary and secondary source texts, writing, performance-based assessments, formative and summative assessments.

Course Materials:

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

Supplemental texts such as primary, secondary sources and founding documents will also be used.

Course Schedule:

Students will be notified by their teacher of required readings. Assigned readings may include but are not limited to the textbook and other material selected by the teacher. Weekly schedule and topics are subject to change at the discretion of the instructor.

Units of Study	Unit Topics	Estimated Timeline	Exam Weighting
Unit 1	Period 1: 1491-1607	~8 classes	4-6%
Unit 2	Period 2: 1607-1754	~14 classes	6-8%
Unit 3	Period 3: 1754-1800	~17 classes	10-17%
Unit 4	Period 4: 1800-1848	~17 classes	10-17%
Unit 5	Period 5: 1844-1877	~17 classes	10-17%
Unit 6	Period 6: 1865-1898	~18 classes	10-17%
Unit 7	Period 7: 1890-1945	~21 classes	10-17%
Unit 8	Period 8: 1945-1980	~20 classes	10-17%
Unit 9	Period 9: 1980-Present	~8 classes	4-6%

Assessment:

Students will be required to complete daily readings, research projects, writing, formative and summative assessments, as well as engage in class discussions and activities.

College Board AP United States History Exam

The AP U.S. History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question.

Format of Assessment

Section I (Part A): Multiple Choice | 55 Questions | 55 Minutes | 40% of Exam Score

Section I (Part B): Short Answer | 3 Questions | 40 Minutes | 20% of Exam Score

Section II: Free-Response | 2 Questions | 1 Hour, 40 Minutes | 40% of Exam Score ■ Question 1 is document-based, with seven documents offering varying perspectives (25% of Exam Score; 60 minutes). ■ Question 2, 3, and 4 are long essays. Students select one question from the three options. (15% of Exam Score; 40 minutes). ■ Essay responses require a complex understanding demonstrated by a historically defensible thesis, historical analysis, and supporting evidence.

UNIT 1

Period 1: 1491-1607

Unit Goals

At the completion of this unit, students will

- explain the context for European encounters in the Americas from 1491 to 1607.
- explain how and why various native populations in the period before European contact interacted with the natural environment in North America.
- explain the causes of exploration and conquest of the New World by various European nations.
- explain the causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
- explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.
- explain how and why European and Native American perspectives of others developed and changed in the period.
- explain the effects of the development of transatlantic voyages from 1491 to 1607.

Unit Essential Questions

- What were some of the major groups of Native Americans before contact?
- Why did Europeans colonize the Americas?
- How did the Columbian Exchange affect Europe, Africa, and North America? How did it affect interaction between and among Europeans, Africans, and Native Americans?
- How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?

Unit Scope and Sequence

- Native American Societies Before European Contact
- European Exploration in the Americas
- Columbian Exchange, Spanish Exploration and Conquest
- Labor, Slavery and Caste in the Spanish Colonial System
- Cultural Interactions Between Europeans, Native Americans and Africans

Unit Standards

Connecticut Social Studies Frameworks

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Common Core Grades 6-12 Literacy in History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE Technology Standards

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unit Assured Assessments

All unit assessments will include some or all of the following:

Multiple Choice Questions

Multiple-choice questions that typically appear in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps.

Short Answer Questions

These questions will include both primary and secondary source stimuli that focus on historical developments and processes.

Document Based Questions (DBQ)

The document-based questions present students with seven documents offering various perspectives on a historical development or process.

The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Long Essay Questions (LEQ)

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Resources

Core

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

Supplemental

Students will be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. Lessons and discussions will drive documents chosen by the students and teacher.

Sample Sources by Unit Topic

European Exploration in the Americas

Letters from Hernan Cortes

[Letters from Hernán Cortés | AHA](#)

Bartolomé de las Casas Reading

[Bartolomé de Las Casas debates the subjugation of the Indians, 1550 | Gilder Lehrman Institute of American History](#)

Excerpts from the Diary of Christopher Columbus

[Journal of Christopher Columbus, 1492 | The American Yawp Reader](#)

Explorers Primary Source Database

[Explorers - Primary Sources \(US History\)](#)

Columbian Exchange, Spanish Exploration and Conquest

European Conquest and the Columbian Exchange

[Motivation for European conquest of the New World \(article\) | Khan Academy](#)

Labor, Slavery and Caste in the Spanish Colonial System

Encomienda System

<https://www.worldhistory.org/Encomienda/>

Cultural Interactions Between Europeans, Native Americans and Africans

The Black Legend

[The Black Legend | Marco Learning](#)

[The Black Legend Revisited: Assumptions and Realities | Hispanic American Historical Review | Duke University Press](#)

Time Allotment

~8 Classes

UNIT 2

Period 2: 1607-1754

Unit Goals

At the completion of this unit, students will

- explain the context for the colonization of North America from 1607 to 1754.
- explain how and why various European colonies developed and expanded from 1607 to 1754.
- explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.
- explain causes and effects of transatlantic trade over time.
- explain how and why interactions between various European nations and American Indians changed over time.
- explain the causes and effects of slavery in the various British colonial regions.
- explain how enslaved people responded to slavery.
- explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.
- explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.
- compare the effects of the development of colonial society in the various regions of North America.

Unit Essential Questions

- What factors led to the creation and development of distinct Spanish, French, and Dutch colonial regions in North America?
- How did relations between Spanish, French, and Dutch colonists and Native Americans evolve over time?
- What factors led to the creation and development of distinct colonial regions in British North America?
- How did relations between English colonists and Native Americans evolve over time?

- How did cultural values and conceptions of group identity and autonomy emerge out of cultural interactions between British government officials, British colonists, Africans, and Native Americans?
- How and why did slavery develop in the British colonies?
- What factors shaped the development of Native American society after contact with the Europeans in North America?
- How were changing religious ideals, Enlightenment beliefs, and republican perspectives influenced by Atlantic World exchanges? How did these ideas and beliefs shape colonial identity, politics, culture, and society?

Unit Scope and Sequence

- European Colonization
- The Regions of British Colonies
- Transatlantic Trade
- Interactions Between American Indians and Europeans
- Slavery in the British Colonies
- Colonial Society and Culture

Unit Standards

Connecticut Social Studies Frameworks

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Common Core Grades 6-12 Literacy in History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE Technology Standards

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unit Assured Assessments

All unit assessments will include some or all of the following:

Multiple Choice Questions

Multiple-choice questions that typically appear in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps.

Short Answer Questions

These questions will include both primary and secondary source stimuli that focus on historical developments and processes.

Document Based Questions (DBQ)

The document-based questions present students with seven documents offering various perspectives on a historical development or process.

The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Long Essay Questions (LEQ)

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Resources

Core

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

Supplemental

Students will be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. Lessons and discussions will drive documents chosen by the students and teacher.

Sample Sources by Unit Topic

European Colonization

European Colonies: A Comparison

[English, French, and Spanish Colonies: A Comparison](#)

Early America Primary Source Database

[Colonial America/American Revolution/Early Republic - Primary Sources \(US History\) - Guides at Lone Star College-Kingwood](#)

The Regions of British Colonies

Mayflower Compact

[Mayflower and Mayflower Compact](#)

Transatlantic Trade

Triangular Trade

[Transatlantic trade \(article\) | Khan Academy](#)

Transatlantic Slave Trade

[Transatlantic Slave Trade | Slavery and Remembrance](#)

Slave Voyages

[Slave Voyages](#)

Interactions Between American Indians and Europeans

Massacre at Fort Mystic History Channel Video

[Massacre At Mystic Questions Added](#)

Chief Powhatan Speech to John Smith

[US History Primary Source Reader | HIS 20 BCC CUNY :: Powhatan Speech to Captain John Smith \(1609\)](#)

Slavery in the British Colonies

On Being Brought from Africa to America by Phillis Wheatley

[Phillis Wheatley | Poetry Foundation](#)

Colonial Society and Culture

Jonathan Edwards: Sinners in the Hands of an Angry God

[Sinners in the Hands of an Angry God](#)

Everyday Life in Colonial America

[Everyday Life in Colonial America | American Battlefield Trust](#)

Time Allotment

~14 Classes

UNIT 3

Period 3: 1754-1800

Unit Goals

At the completion of this unit, students will

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

- explain how the American independence movement affected society from 1754 to 1800.

Unit Essential Questions

- How did the French and Indian War affect the Native American population and the relations between Britain and its colonies?
- How did conceptions of American identity and democratic ideals emerge and shape the movement for independence?
- Why did the colonists rebel against Britain?
- How did democratic and republican ideals and emerging conceptions of American identity lead to the Declaration of Independence and the development of American political institutions?
- What was the immediate and long-term significance of the Declaration of Independence?
- How did the Declaration of Independence shape belief systems and independence movements in the Atlantic World?
- Why did the rebels win the war for independence?
- How did democratic and republican values and competing conceptions of national identity affect the development and success of the Articles of Confederation?
- How did these factors affect the development and ratification of the Constitution?
- How and why did the first major party system develop in the early Republic?
- What were Alexander Hamilton and Thomas Jefferson's competing conceptions of national identity, foreign policy, and the future of America?

Unit Scope and Sequence

- The Seven Years' War (The French and Indian War)
- Taxation Without Representation
- Philosophical Foundations of the American Revolution
- The American Revolution
- The Influence of Revolutionary Ideas
- The Articles of Confederation
- The Constitutional Convention and Debates over Ratification
- The Constitution
- Shaping a New Republic
- Developing an American Identity
- Movement in the Early Republic

Unit Standards

Connecticut Social Studies Frameworks

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

CIV 9–12.3 Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

Common Core Grades 6-12 Literacy in History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE Technology Standards

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unit Assured Assessments

All unit assessments will include some or all of the following:

Multiple Choice Questions

Multiple-choice questions that typically appear in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps.

Short Answer Questions

These questions will include both primary and secondary source stimuli that focus on historical developments and processes.

Document Based Questions (DBQ)

The document-based questions present students with seven documents offering various perspectives on a historical development or process.

The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Long Essay Questions (LEQ)

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Resources

Core

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

Supplemental

Students will be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. Lessons and discussions will drive documents chosen by the students and teacher.

Sample Sources by Unit Topic

The Seven Years' War (The French and Indian War)

Primary Sources From the French and Indian War

[French & Indian War](#)

Taxation Without Representation

The Stamp Act Congress

[The Declaration Of Rights Of The Stamp Act Congress, 19 October 1765](#)

Philosophical Foundations of the American Revolution

American Enlightenment Thought

[American Enlightenment Thought | Internet Encyclopedia of Philosophy](#)

The American Revolution

Early America Primary Source Database

[Colonial America/American Revolution/Early Republic - Primary Sources \(US History\) - Guides at Lone Star College-Kingwood](#)

Olive Branch Petition

[Avalon Project - Journals of the Continental Congress - Petition to the King: July 8, 1775](#)

Common Sense by Thomas Paine

[Common Sense - Bill of Rights Institute](#)

The Declaration of Independence

[Avalon Project - Declaration of Independence, July 4, 1776](#)

The Influence of Revolutionary Ideas

American Revolution - Effects on Society

[Why the American Revolution Matters](#)

The Benefits of the American Revolution

[Benefits of the American Revolution: An Exploration of Positive Externalities - Econlib](#)

The Articles of Confederation

The Articles of Confederation

[ARTICLES OF CONFEDERATION](#)

The Constitutional Convention and Debates over Ratification

U.S. Founders and Presidents: Primary Sources: Constitutional Convention

[US Founders and Presidents: Primary Sources: Constitutional Convention](#)

The Constitution

The Constitution

[Avalon Project - US Constitution](#)

Shaping a New Republic

Washington's Farewell Address

[Avalon Project - Washington's Farewell Address 1796](#)

Developing an American Identity

Early American Literature

[Washington Irving](#)

American Paintings

[American Paintings](#)

Movement in the Early Republic

The Cumberland Gap

[The Cumberland Gap - Back in Time - General Highway History](#)

Time Allotment

~17 Classes

UNIT 4

Period 4: 1800-1848

Unit Goals

At the completion of this unit, students will

- explain the context in which the republic developed from 1800 to 1848.
- explain the causes and effects of policy debates in the early republic.
- explain how different regional interests affected debates about the role of the federal government in the early republic.
- explain how and why American foreign policy developed and expanded over time.
- explain the causes and effects of the innovations in technology, agriculture, and commerce over time.
- explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.
- explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.
- explain how and why a new national culture developed from 1800 to 1848.
- explain the causes of the Second Great Awakening.
- explain how and why various reform movements developed and expanded from 1800 to 1848.
- explain the continuities and changes in the experience of African Americans from 1800 to 1848.
- explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.
- explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

Unit Essential Questions

- To what extent did Thomas Jefferson's presidency shape conceptions of national identity as expressed in the development of political institutions and cultural values?
- How did the debates over national identity affect U.S. expansionism and relations with foreign powers and Native Americans?

- How did westward migration lead to political and social conflicts (both domestically and with foreign powers and Native Americans), and how did it affect the Native Americans?
- How were competing conceptions of national and regional identity expressed in the development of political institutions and cultural values after the War of 1812?
- How did geography and developments in transportation affect migration, the economy, and the development of different regions of North America?
- What were the most important factors that led to the Industrial Revolution and the market revolution?
- How did the Industrial Revolution shape labor systems, society, and workers' lives?
- How did democratic and republican values and competing conceptions of national identity affect political debates, the development of the second party system, and the formation of regional identities?
- How did enslaved African Americans develop a sense of group identity and resist the institution of slavery?
- How did economic, political, social, and ethnic factors shape the formation of a Southern identity?
- How did reformers use (a) conceptions of national identity, (b) democratic ideals, and (c) philosophical, moral, and scientific ideas to challenge the dominant economic and social order? How successful were these reform movements?

Unit Scope and Sequence

- The Rise of Political Parties and the Era of Jefferson
- Politics and Regional Interests
- America on the World Stage
- Market Revolution: Industrialization
- Market Revolution: Society and Culture
- Expanding Democracy
- Jackson and Federal Power
- The Development of an American Culture
- The Second Great Awakening
- An Age of Reform
- African Americans in the Early Republic
- The Society of the South in the Early Republic

Unit Standards

Connecticut Social Studies Frameworks

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HIST 9–12.10 Critique the appropriateness of the historical sources used in a secondary interpretation.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

Common Core Grades 6-12 Literacy in History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE Technology Standards

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unit Assured Assessments

All unit assessments will include some or all of the following:

Multiple Choice Questions

Multiple-choice questions that typically appear in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps.

Short Answer Questions

These questions will include both primary and secondary source stimuli that focus on historical developments and processes.

Document Based Questions (DBQ)

The document-based questions present students with seven documents offering various perspectives on a historical development or process.

The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Long Essay Questions (LEQ)

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Resources

Core

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

Supplemental

Students will be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. Lessons and discussions will drive documents chosen by the students and teacher.

Sample Sources by Unit Topics

The Rise of Political Parties and the Era of Jefferson

Jefferson's Inaugural Address

[The Avalon Project : Jefferson's First Inaugural Address](#)

Cases of the Marshall Court

[History of the Court: The Marshall Court, 1801-1835 | Supreme Court Historical Society](#)

Politics and Regional Interests

Sectionalism

[The American System | Emerging America](#)

America on the World Stage

Monroe Doctrine

[Avalon Project - Monroe Doctrine; December 2 1823](#)

Market Revolution: Industrialization

Erie Canal Documentary

[WCNY Documentaries | Erie: The Canal That Made America | NHPBS](#)

Market Revolution: Society and Culture

[The Factory | The Eli Whitney Museum and Workshop](#)

Expanding Democracy

[The Expansion of Democracy during the Jacksonian Era – America in Class – resources for history & literature teachers from the National Humanities Center](#)

Jackson and Federal Power

[King Andrew the First | Library of Congress](#)

The Development of an American Culture

Noah Webster's American Dictionary

[Blue-Backed Speller – The National Museum of Language](#)

The Second Great Awakening

[22c. Religious Transformation and the Second Great Awakening](#)

An Age of Reform

Temperance

[Temperance Reform in the Early 19th Century - Introduction for students](#)

African Americans in the Early Republic

Slave Narratives

[About this Collection | Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938](#)

Slavery Primary Source Database

[Slavery - Primary Sources \(US History\) - Guides at Lone Star College-Kingwood](#)

The Society of the South in the Early Republic

[The society of the South in the early republic \(article\) | Khan Academy](#)

Time Allotment

~17 Classes

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UNIT 5

Period 5: 1844-1877

Unit Goals

At the completion of this unit, students will

- explain the context in which sectional conflict emerged from 1844 to 1877.
- explain the causes and effects of westward expansion from 1844 to 1877.
- explain the causes and effects of the Mexican– American War.
- explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.
- explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.
- explain how regional differences related to slavery caused tension in the years leading up to the Civil War.
- explain the political causes of the Civil War.
- describe the effects of Lincoln’s election.
- explain the various factors that contributed to the Union victory in the Civil War.
- explain how Lincoln’s leadership during the Civil War impacted American ideals over the course of the war.
- explain the effects of government policy during Reconstruction on society from 1865 to 1877.
- explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.
- compare the relative significance of the effects of the Civil War on American values.

Unit Essential Questions

- Why did Irish and German migrants come to the United States? How did their migration affect labor issues and lead to conflicts over assimilation and distinctiveness?
- What were the political, economic, and cultural motives behind Manifest Destiny and westward migration?

- How did Manifest Destiny and westward migration shape both American national identity and group identities in the West?
- What were the major aspects of domestic debates over U.S. expansionism? How did these debates shape the formation of regional identities?
- How did conceptions of national and regional identity and of democratic ideals shape the debates over expansion and slavery?
- What role did the following factors play in bringing about the Civil War: political realignment, differing political values, actions taken by abolitionists, arguments over economic policies, debates about interpretation of the Constitution, environmental factors, and migration to the U.S. and to the West?
- Why did the North win the Civil War? Consider political, economic, military, environmental, and diplomatic factors.
- How did the Civil War shape conceptions of national and regional identity?
- How did the Civil War change the United States?
- Why did the North win the Civil War? Consider political, economic, military, environmental, and diplomatic factors.
- How did the Civil War shape conceptions of national group, and regional identity?
- How did the Civil War change the United States?
- How did Reconstruction shape conceptions of national and regional identity?
- How did arguments over the meaning and interpretation of the Constitution shape Reconstruction?
- What role did economic, political, social, and ethnic factors play in the formation of regional and group identities during Reconstruction?
- How did debates over political values (such as democracy, freedom, and citizenship) contribute to ideological clashes during Reconstruction?

Unit Scope and Sequence

- Manifest Destiny
- The Mexican–American War
- The Compromise of 1850
- Sectional Conflict: Regional Differences

- Failure of Compromise
- Election of 1860 and Secession
- Military Conflict in the Civil War
- Government Policies During the Civil War
- Reconstruction
- Failure of Reconstruction

Unit Standards

Connecticut Social Studies Frameworks

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Common Core Grades 6-12 Literacy in History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE Technology Standards

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unit Assured Assessments

All unit assessments will include some or all of the following:

Multiple Choice Questions

Multiple-choice questions that typically appear in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps.

Short Answer Questions

These questions will include both primary and secondary source stimuli that focus on historical developments and processes.

Document Based Questions (DBQ)

The document-based questions present students with seven documents offering various perspectives on a historical development or process.

The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Long Essay Questions (LEQ)

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Resources

Core

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

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Supplemental

Students will be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. Lessons and discussions will drive documents chosen by the students and teacher.

Sample Sources by Unit Topic

Manifest Destiny

[John L. O'Sullivan on Manifest Destiny, 1839](#)

[John Gast, American Progress, 1872](#)

The Mexican American War

The Treaty of Guadalupe Hidalgo

[Treaty of Guadalupe Hidalgo: Primary Documents of American History \(Virtual Programs & Services, Library of Congress\)](#)

Compromise of 1850

[Introduction - Compromise of 1850: Primary Documents in American History - Research Guides at Library of Congress.](#)

Sectional Conflict: Regional Differences and the Failure of Compromise

Lincoln Douglas Debates

[Lincoln-Douglas Debates | Series | C-SPAN.org](#)

[How Lincoln Bested Douglas in Their Famous Debates | History| Smithsonian Magazine](#)

Civil Disobedience - Henry David Thoreau

[Civil Disobedience by Henry David Thoreau](#)

Uncle Tom's Cabin Excerpts

[Harriet Beecher Stowe, Uncle Tom's Cabin, 1852 | The American Yawp Reader](#)

<https://www.arrsd.org/wp-content/uploads/2020/04/CP-HON-USH-UNCLE-TOM%e2%80%99S-CABIN-EXCERPT.pdf>

Election of 1860 and Secession

Secession of the Southern States

[Secession of the Southern States | DPLA](#)

Military Conflict in the Civil War

Gettysburg Address

[The Gettysburg Address by Abraham Lincoln](#)

[The Gettysburg Address - setting and context \(video\) | Khan Academy](#)

Civil War Primary Sources
[Civil War Primary Sources](#)

Civil War and Reconstruction Primary Source Database
[Civil War/Reconstruction - Primary Sources \(US History\) - Guides at Lone Star College-Kingwood](#)

Government Policies During the Civil War

Emancipation Proclamation
[Emancipation Proclamation](#)

<https://www.khanacademy.org/humanities/ap-us-history/period-5/apush-government-policies-during-the-civil-war-lesson/a/the-emancipation-proclamation>

Policies
[Government policies during the Civil War \(practice\) | Khan Academy](#)

Reconstruction

13th, 14th, & 15th Amendments
[Avalon Project - US Constitution : Amendments XI - XXVII](#)

Civil War and Reconstruction Primary Source Database
[Civil War/Reconstruction - Primary Sources \(US History\) - Guides at Lone Star College-Kingwood](#)

Failure of Reconstruction

Reconstruction Article
[Reconstruction Didn't Fail. It Was Overthrown](#)

Reconstruction Article
[OPINION: Reconstruction Failed in the United States. What If It Had Succeeded?](#)

Time Allotment

~17 Classes

UNIT 6

Period 6: 1865-1898

Unit Goals

At the completion of this unit, students will

- explain the historical context for the rise of industrial capitalism in the United States.
- explain the causes and effects of the settlement of the West from 1877 to 1898.
- explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.
- explain the effects of technological advances in the development of the United States over time.
- explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
- explain how cultural and economic factors affected migration patterns over time.
- explain the various responses to immigration in the period over time.
- explain the causes of increased economic opportunity and its effects on society.
- explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.
- explain continuities and changes in the role of the government in the U.S. economy.
- explain the similarities and differences between the political parties during the Gilded Age.
- explain the extent to which industrialization brought change from 1865 to 1898.

Unit Essential Questions

- How did the building and completion of the Transcontinental Railroad affect migration, the growth of regional and ethnic identities, the economy, the environment, and the Native Americans?
- How effective were the strategies developed by the government, reformers, and the Native Americans themselves to shape the role of Native Americans in American society?

- How did migration to the West and debates over political values shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?
- What factors led to industrial growth after the Civil War?
- How did changes in transportation and technology, along with the integration of the U.S. economy into worldwide economic, labor, and migration systems, influence U.S. society?
- How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order?
- How and why did new labor systems develop, and how did industrialization shape U.S. society and workers' lives?
- What were the causes and effects of major internal migration patterns such as urbanization?
- How did migration to and within the United States shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?
- How did industrialization and urbanization shape U.S. society and workers' lives?
- How did migration affect urban life, cultural developments, cultural diversity and blending, and reform movements?
- What economic, political, social, and ethnic factors led to the formation of the New South? How did the new labor system in the New South develop? How did this system affect workers' lives?
- What were significant similarities and differences among reformers who advocated changes to the economic, political, and social system of the New South? How do their beliefs, strategies, and level of success compare?
- How did cultural values and artistic expression change in the United States in response to the Civil War and postwar industrialization?
- How did culture and the arts influence movements for social and political change?
- What was the impact of industrialization on popular beliefs about progress and the national destiny of the United States?
- What were the strategies that different groups developed for addressing the problems of the Gilded Age?

- What were the Populists' beliefs and strategies for addressing the problems of the Gilded Age?
- How did each party's platform in 1896 address issues such as market capitalism, the use of natural resources, the growth of corporate power, government economic policies, and the national destiny of the United States?

Unit Scope and Sequence

- Westward Expansion: Economic Development
- Westward Expansion: Social and Cultural Development
- The "New South"
- Technological Innovation
- The Rise of Industrial Capitalism
- Labor in the Gilded Age
- Immigration and Migration in the Gilded Age
- Responses to Immigration in the Gilded Age
- Development of the Middle Class
- Reform in the Gilded Age
- Controversies over the Role of Government in the Gilded Age
- Politics in the Gilded Age

Unit Standards

Connecticut Social Studies Frameworks

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Common Core Grades 6-12 Literacy in History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE Technology Standards

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unit Assured Assessments

All unit assessments will include some or all of the following:

Multiple Choice Questions

Multiple-choice questions that typically appear in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps.

Short Answer Questions

These questions will include both primary and secondary source stimuli that focus on historical developments and processes.

Document Based Questions (DBQ)

The document-based questions present students with seven documents offering various perspectives on a historical development or process.

The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Long Essay Questions (LEQ)

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.

- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Resources

Core

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

Supplemental

Students will be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. Lessons and discussions will drive documents chosen by the students and teacher.

Sample Sources by Unit Topics

Westward Expansion

Expansion After the Civil War

[The American West, 1865-1900 | Rise of Industrial America, 1876-1900 | US History Primary Source Timeline | Classroom Materials at the Library of Congress](#)

The “New South”

The New South Primary Source Database

[Primary Sources - HIST 2600: The New South, 1865-1929 - Research Guides at University of North Carolina at Charlotte](#)

Booker T. Washington: Up From Slavery

[Avalon Project - Up From Slavery: An Autobiography by Booker T. Washington](#)

Technological Innovation and The Rise of Industrial Capitalism

Immigration: Statue of Liberty & Ellis Island

[Statue of Liberty & Ellis Island](#)

The Gilded Age

The Gilded Age PBS documentary excerpts

[Chapter 1 | The Gilded Age | American Experience | PBS](#)

Thomas Nast Cartoons:

[A Civil War Cartoonist Created the Modern Image of Santa Claus as Union Propaganda | History | Smithsonian Magazine](#)

Labor Movement

[Labor in Gilded-Age Illinois](#)

Primary Source Database on the Gilded Age

[Gilded Age/Progressive Era - Primary Sources \(US History\) - Guides at Lone Star College-Kingwood](#)

Time Allotment

~18 Classes

UNIT 7

Period 7: 1890-1945

Unit Goals

At the completion of this unit, students will

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

Unit Essential Questions

- How did changes in both class identity and gender roles relate to the economic, political, and social transformations of the Progressive Era?
- How and why did the Progressives seek to change the role of the local, state, and federal government in the nation's political, social, economic, and environmental affairs? To what extent were the Progressives successful?
- What were the goals of U.S. policymakers in the Spanish-American War? How did U.S. involvement in this conflict alter the nation's role in world affairs?
- What were the goals of U.S. policymakers in World War I? How did U.S. involvement in this conflict alter the nation's role in world affairs?
- How did U.S. involvement in World War I set the stage for debates over civil liberties and for domestic social and political changes?
- What were the causes and effects of cultural conflict in the 1920s?
- How did internal and international migration affect urban life, cultural developments, labor issues, and government policies in the 1920s?
- What were the causes of the Great Depression?
- How did the Great Depression change the U.S. economy, society, politics, and culture and influence public debates about U.S. national identity in the 20th century?
- How and why did liberal and conservative activists critique the New Deal and pressure Franklin D. Roosevelt to change his economic and social policies?
- How and why did political alignments change during the 1930s and 1940s?
- How did debates over U.S. involvement in World War II relate to contemporary discussions of political values (such as democracy, freedom, and citizenship) and about U.S. national identity?
- What were the goals of U.S. policymakers in World War II?
- How did U.S. involvement in World War II lead to domestic social changes and debates over civil liberties?

Unit Scope and Sequence

- Imperialism: Debates
- The Spanish–American War
- The Progressives
- World War I: Military and Diplomacy
- World War I: Home Front
- 1920s: Innovations in Communication and Technology
- 1920s: Cultural and Political Controversies
- The Great Depression
- The New Deal
- Interwar Foreign Policy
- World War II: Mobilization
- World War II: Military
- Postwar Diplomacy

Unit Standards

Connecticut Social Studies Frameworks

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Common Core Grades 6-12 Literacy in History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE Technology Standards

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unit Assured Assessments

All unit assessments will include some or all of the following:

Multiple Choice Questions

Multiple-choice questions that typically appear in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps.

Short Answer Questions

These questions will include both primary and secondary source stimuli that focus on historical developments and processes.

Document Based Questions (DBQ)

The document-based questions present students with seven documents offering various perspectives on a historical development or process.

The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Long Essay Questions (LEQ)

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.

- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Resources

Core

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

Supplemental

Students will be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. Lessons and discussions will drive documents chosen by the students and teacher.

Sample Sources by Unit Topic

Imperialism/The Spanish American War

[American Imperialism: The Spanish-American War | DPLA](#)

The Progressives

Triangle Shirtwaist Factory Fire

[Triangle Shirtwaist Factory Fire: Topics in Chronicling America - Research Guides at Library of Congress](#)

WWI Military and Diplomacy/WWI Homefront

WWI Primary and Secondary Sources

[World War I Centennial | National Archives](#)

WWI Source Database

[World War I - Primary Sources \(US History\) - Guides at Lone Star College-Kingwood](#)

The Treaty of Versailles

[Avalon Project - The Versailles Treaty June 28, 1919](#)

1920s: Innovations in Communication and Technology/Cultural and Political Controversies

[Scopes Monkey Trial | The First Amendment Encyclopedia](#)

The New Deal

[New Deal Programs](#)

The Great Depression

FDR Speeches

[The Avalon Project : First Inaugural Address of Franklin D. Roosevelt](#)

WWII Mobilization/WWII Military

WWII Primary Sources

[Avalon Project - World War II : Documents](#)

WWII Source Database

[World War II - Primary Sources \(US History\) - Guides at Lone Star College-Kingwood](#)

Time Allotment

~21 Classes

Unit 8
Period 8: 1945-1980

Unit Goals

At the completion of this unit, students will

- explain the context for societal change from 1945 to 1980.
- explain the continuities and changes in Cold War policies from 1945 to 1980.
- explain the causes and effects of the Red Scare after World War II.
- explain the causes of economic growth in the years after World War II.
- explain the causes and effects of the migration of various groups of Americans after 1945.
- explain how mass culture has been maintained or challenged over time.
- explain how and why the civil rights movements developed and expanded from 1945 to 1960.
- explain the various military and diplomatic responses to international developments over time.
- explain the causes and effects of continuing policy debates about the role of the federal government over time.
- explain the continuities and changes in immigration patterns over time.
- explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.
- explain the various ways in which the federal government responded to the calls for the expansion of civil rights.
- explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.
- explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.
- explain how and why policies related to the environment developed and changed from 1968 to 1980.

- explain the causes and effects of continuing policy debates about the role of the federal government over time.
- explain the effects of the growth of religious movements over the course of the 20th century.
- explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

Unit Essential Questions

- What were the origins of the Cold War and the goals of U.S. policymakers in the Cold War?
- How did U.S. involvement in the Cold War alter the nation's role in world affairs?
- How did U.S. involvement in the Cold War lead to debates over civil liberties and American national identity?
- How did U.S. involvement in the Cold War set the stage for domestic political and social changes?
- What were the causes and effects of economic growth and demographic change after World War II?
- How did Americans defend and challenge the dominant political, economic, and social order after World War II?
- How and why have modern cultural values and popular culture grown since World War II, and how have these values affected U.S. politics and society?
- What were the origins of the civil rights movement?
- How did the goals, strategies, and support of the movement for African American civil rights change over time?
- How did the civil rights movement change American politics and society?
- How did U.S. involvement in Berlin, Latin America, Vietnam and elsewhere influence public debates about U.S. national identity and the U.S. role in the world?
- How did involvement in these conflicts set the stage for domestic social changes and changes to U.S. foreign policy goals?

- How and why did the Supreme Court and Great Society programs change the federal government's role in the nation's political, social, economic, and environmental affairs?
- How did African American civil rights activism in the 20th century affect the growth of other political and social movements, and how did those movements affect American culture, politics, and society?
- What were the cultural, economic, and political effects of the rise of the Sun Belt?
- How did U.S. involvement in international crises influence public debates about U.S. power, the nation's role in world affairs, and national identity in the 1970s?
- How were the 1970s a decade of limits to energy, prosperity, rights, presidential power, and global power?

Unit Scope and Sequence

- The Cold War from 1945 to 1980
- The Red Scare
- Economy after 1945
- Culture after 1945
- Early Steps in the Civil Rights Movement (1940s and 1950s)
- America as a World Power
- The Vietnam War
- The Great Society
- The African American Civil Rights Movement (1960s)
- The Civil Rights Movement Expands
- Youth Culture of the 1960s
- The Environment and Natural Resources from 1968 to 1980
- Society in Transition

Unit Standards

Connecticut Social Studies Frameworks

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

CIV 9–12.3 Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

Common Core Grades 6-12 Literacy in History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE Technology Standards

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unit Assured Assessments

All unit assessments will include some or all of the following:

Multiple Choice Questions

Multiple-choice questions that typically appear in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps.

Short Answer Questions

These questions will include both primary and secondary source stimuli that focus on historical developments and processes.

Document Based Questions (DBQ)

The document-based questions present students with seven documents offering various perspectives on a historical development or process.

The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.

- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Long Essay Questions (LEQ)

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Resources

Core

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Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

Supplemental

Students will be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. Lessons and discussions will drive documents chosen by the students and teacher.

Sample Sources by Unit Topic

The Cold War

The Marshall Plan

[Marshall Plan \(1948\) | National Archives](#)

The Red Scare

[McCarthyism and the Red Scare | Miller Center](#)

Economy and Culture After 1945

Eisenhower's Farewell Address

[Avalon Project - Military-Industrial Complex Speech, Dwight D. Eisenhower, 1961](#)

The Civil Rights Movement

Civil Rights Primary Source Database

[Civil Rights - Primary Sources \(US History\)](#)

Martin Luther King: Letter from a Birmingham Jail

[Letter from a Birmingham Jail \[King, Jr.\]](#)

Civil Rights Act/Voting Rights Act

[The Avalon Project : Civil Rights Act; July 2, 1964](#)

The Civil Rights Movement Expands

[Comparing and Contrasting the Women's Rights Movement from the 1960s and Today](#)

The Vietnam War

Vietnam Era Primary Source Database

[Vietnam - Primary Sources \(US History\) - Guides at Lone Star College-Kingwood](#)

The Great Society

[Lyndon B. Johnson | whitehouse.gov](#)

Youth Culture of 1960s

[The Roots of the Counterculture](#)

The Environment

[US Environmental Protection Agency](#)

Time Allotment

~20 Classes

Unit 9

Period 9: 1980-Present

Unit Goals

At the completion of this unit, students will

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

Unit Essential Questions

- Why did the modern conservative movement rise to prominence, and how did it change the federal government's role in the nation's political, social, economic, and environmental affairs?
- How did the end of the Cold War influence public debates about U.S. national identity in the 20th century and alter the U.S. role in world affairs?
- How have U.S. foreign policy goals and actions evolved since the end of the Cold War? How has the War on Terrorism affected U.S. society and politics?
- What factors have led to increasing globalization, and how has increasing globalization influenced U.S. society?
- How have demographic changes since 1980 affected U.S. culture, politics, and society?
- How have debates over civil rights, immigration, technology, the economy, and the environment influenced U.S. politics and culture and shaped conceptions of U.S. identity?

Unit Scope and Sequence

- Reagan and Conservatism
- The End of the Cold War
- A Changing Economy
- Migration and Immigration in the 1990s and 2000s
- Challenges of the 21st Century

Unit Standards

Connecticut Social Studies Frameworks

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Common Core Grades 6-12 Literacy in History/Social Studies

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CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE Technology Standards

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unit Assured Assessments

All unit assessments will include some or all of the following:

Multiple Choice Questions

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Short Answer Questions

These questions will include both primary and secondary source stimuli that focus on historical developments and processes.

Document Based Questions (DBQ)

The document-based questions present students with seven documents offering various perspectives on a historical development or process.

The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Long Essay Questions (LEQ)

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Resources

Core

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

Supplemental

Students will be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. Lessons and discussions will drive documents chosen by the students and teacher.

Sample Sources by Unit Topic

Reagan and Conservatism

Shift to Conservatism

[Rise of Conservatism in the 1980s | DPLA](#)

The End of the Cold War

President Reagan: Berlin Wall Speech

[“Tear Down This Wall” | National Archives](#)

A Changing Economy

Reaganomics

[The Second American Revolution: Reaganomics | The Ronald Reagan Presidential Foundation & Institute](#)

Migration and Immigration 1990’s and 2000s

Immigration

[The Dispersal of Immigrants in the 1990s](#)

Challenges of the 21st Century

September 11, 2001

[The Kingdom first 4 minutes](#)

Time Allotment

~8 Classes

CURRENT REFERENCES

AP U.S. History Course and Exam Description, Effective Fall 2020

[AP US History Course and Exam Description, Effective Fall 2020](#)

Kennedy, David M., and Lizbeth Cohen. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016.

Newman, John J., and John M. Schmalbach. *AMSCO United States History: Advanced Placement Edition*. Des Moines, Iowa: Perfection Learning, 2022.

ASSURED STUDENT PERFORMANCE RUBRICS

- AP United States History Document Based Question (DBQ) Rubric
- AP United States History Long Essay Question (LEQ) Rubric
- AP United States History Short Answer General Scoring Notes

OTHER RESOURCES

AP CLASSROOM

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.

UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, and organizes content into topics.

PERSONAL PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.

PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.

AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course topics and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question

AP United States History Document Based Question (DBQ) Rubric

AP History DBQ Rubric (7 points)		
Reporting Category	Scoring Criteria	Decision Rules
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.
C EVIDENCE (0–3 pts)	Evidence from the Documents 1 pt. Uses the content of at least three documents to address the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using at least six documents.	To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents. To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.
	Evidence beyond the Documents 1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.	To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.
D ANALYSIS AND REASONING (0–2 pts)	1 pt. For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.
	1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	A response may demonstrate a complex understanding in a variety of ways, such as: - Explaining nuance of an issue by analyzing multiple variables - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect - Explaining relevant and insightful connections within and across periods - Confirming the validity of an argument by corroborating multiple perspectives across themes - Qualifying or modifying an argument by considering diverse or alternative views or evidence This understanding must be part of the argument, not merely a phrase or reference.
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AP United States History Long Essay Question (LEQ) Rubric

AP History Long Essay Question Rubric

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.	To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use specific historical evidence to support an argument in response to the prompt.
D ANALYSIS AND REASONING (0–2 pts)	1 pt. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt. OR 2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as: - Explaining nuance of an issue by analyzing multiple variables - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects - Explaining relevant and insightful connections within and across periods - Confirming the validity of an argument by corroborating multiple perspectives across themes - Qualifying or modifying an argument by considering diverse or alternative views or evidence This understanding must be part of the argument, not merely a phrase or reference.

AP United States History Short Answer General Scoring Notes

General Scoring Notes

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and reasoning processes described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

How Student Learning Is Assessed on the AP Exam

How Student Learning Is Assessed on the AP Exam

The six historical thinking skills are assessed on the AP Exam as detailed below.

Historical Thinking Skill	Multiple-Choice Questions	Free-Response Questions
Skill 1: Developments and Processes	Multiple-choice questions assess students' ability to identify and explain historical developments and processes.	The short-answer questions, document-based question, and long essay question assess students' ability to identify and explain historical developments and processes.
Skill 2: Sourcing and Situation	Multiple-choice questions assess students' ability to analyze sourcing and situation of primary and secondary sources. Students will need to identify and explain the point of view, purpose, historical situation, and/or audience of a source including its significance. Additionally, students will need to explain how the sourcing and situation might limit the use(s) of a source.	Short-answer questions 1 and/or 2 assess students' ability to analyze the sourcing or situation in primary or secondary sources. The document-based question assesses students' ability to analyze how the point of view, purpose, historical situation, and/or audience is relevant to an argument.
Skill 3: Claims and Evidence in Sources	Multiple-choice questions assess students' ability to analyze arguments in primary and secondary sources, including identifying and describing claims and evidence used. Additionally, students will need to compare arguments and explain how claims or evidence support, modify, or refute a source's argument.	Short-answer questions 1 and/or 2 assess students' ability to analyze arguments in primary or secondary sources. The document-based question also provides opportunities for students to analyze arguments in primary sources.
Skill 4: Contextualization	Multiple-choice questions assess students' ability to identify and describe a historical context for a specific historical development or process as well as explain how a specific development or process is situated within a broader historical context.	The document-based question and long essay question assess students' ability to describe a broader historical context relevant to the topic of the question. One or two of the short-answer questions may also assess this skill.
Skill 5: Making Connections	Multiple-choice questions assess students' ability to analyze patterns and connections between and among historical developments and processes, using historical reasoning processes (e.g., comparison, causation, continuity and change).	The document-based question, long essay question, and one or more of the short-answer questions all assess this skill.
Skill 6: Argumentation	No multiple-choice questions explicitly assess the argumentation skill.	The document-based question and long essay question assess argumentation.