



AP[®] U.S. History

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Course and Exam Description and
Life, Liberty, and the Pursuit of Happiness
textbook

[AP U.S. History Course and Exam Description](#)

[OpenStax Textbook: *Life, Liberty, and the Pursuit of Happiness*](#)
(Requires access to OpenStax Tutor)






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Unit 1: Period 1: 1491-1607

4-6% AP Exam Weighting, ~8 Class Periods

Unit 1 Topics	Suggested OpenStax Sections/Pages
 <p>1.1 Contextualizing Period 1</p> <p>LO: A KC: KC-1.1.I, KC-1.2.I, KC-1.2.II, KC-1.2.III</p>	<p>1.1: The introductory essay provides a broader context of both Native American history and European exploration and conquest.</p> <p>1.2: This article discusses the geographic variation of Native American cultures in the pre-Columbian Western Hemisphere</p> <p>1.5: This section describes both the causes and the effects of the Columbian Exchange on both the Old World and the New World.</p>
 <p>1.2 Native American Societies Before European Contact</p> <p>Thematic Focus: Geography and the Environment GEO <i>Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.</i></p> <p>LO: B HD: KC-1.1.I.A, KC-1.1.I.B, KC-1.1.I.C, KC-1.1.I.D</p>	<p>1.2: This section gives an overview of the pre-Columbian native societies. It describes variation by region and discusses cultural differences between peoples of different parts of the North American continent.</p> <p>1.13: This primary source document is a European perspective of the Aztec society at Tenochtitlan. Though told from the point of view of Hernan Cortes, it describes life in the Aztec city at the time of the Spanish conquest.</p> <p>1.17: These watercolors were created by English artist John White. They offer a view of Algonquian life as filtered through the lens of White in the late 16th century.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Sample Instructional Activity from the CED: Shared Inquiry Provide students with a selection of primary and secondary sources that highlight various aspects of Native American societies before European contact. In groups, ask students to formulate responses to Unit 1: Learning Objective B. Explain how and why various native populations in the period before European contact interacted with the natural environment in North America, and present their ideas to the class. Then lead a whole-group discussion to develop understanding of the complexity of the societies that were in place prior to European contact.</p> <p>Suggested Resource: AP Classroom Professional Development Period 1 Lesson Plan: Evidence vs. Interpretation Activity and Applying Historical Interpretation through a Stations Activity. (You will need access to the AP Classroom to access this resource.)</p>
 <p>1.3 European Exploration in the Americas</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's</i></p>	<p>1.2: The introductory essay explains the broader context of European exploration of the Western hemisphere. It touches on the reasons for Portuguese, Spanish, French, and English exploration in the "New World," their early voyages, and initial attempts at colonization.</p> <p>1.6: This article describes the voyage of Hernando de Soto and his exploration of North American. The article explains his exploration efforts and the purpose of his</p>



<p><i>increasingly important role in the world.</i></p> <p>LO: C HD: KC-1.2.I.A</p>	<p>exploration for Spain.</p> <p>1.9: Henry Hudson's exploration of North America on behalf of the Dutch is the focus of this reading. Students will read about the purpose of the location of his exploration and of the creation of joint stock companies.</p> <p>1.10: This article explains the interaction between Montezuma and Cortes. It provides background on Cortes's exploration of what is today central Mexico and his conquest of the Aztec.</p> <p>1.11: This article provides two perspectives on Christopher Columbus. This can help explain the causes of exploration and conquest while comparing the perspectives of two different historians.</p> <p>1.13: Cortes's Account of Tenochtitlan can be used to help students see the relationship between European motivations for conquest in the New World and their writings on the people they found.</p> <p>1.14: Las Casas describes the destruction of the Spanish conquest. This document helps students to see the effects of European motivations for exploration and conquest.</p> <p>1.19: This lesson helps students learn about the developments in ship technology that helped make European exploration more efficient, encouraging exploration and colonization.</p> <p>1.20: Richard Hakluyt makes a case to the king and queen of England for their exploration of the New World. This lesson could help students better understand England's motivation for exploration.</p> <p>1.21: This seminar activity explores the legacy of Christopher Columbus. By evaluating his writings, students gain an understanding of his motivations as well as the reasons Spain sought to explore the New World.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Lesson/Activity Suggestion Ask students to read accounts of Spanish, French, and English explorers and compare the ways in which the various groups interacted with Native American tribes. This is also a way to help students review the differences between the colonies.</p>
<p> 1.4 Columbian Exchange, Spanish Exploration, and Conquest</p> <p>Thematic Focus: Geography and the Environment GEO <i>Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.</i></p> <p>LO: D HD: KC-1.2.I.B, KC-1.2.I.C, KC-1.2.II.A</p>	<p>1.5: This article discusses the Columbian Exchange and its impacts on both hemispheres.</p> <p>1.6: The discussion of Hernando de Soto includes information on the impact of Spanish exploration and colonization Native societies.</p> <p>1.15: The Florentine Codex consists of panels depicting Native Americans suffering from diseases brought over by the Spanish. This helps students see the impact of exploration and conquest on Native societies.</p> <p>1.19: This lesson on ship technology helps students understand how improvements in maritime technology helped to drive exploration.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Sample Instructional Activity from the CED: Guided Discussion <i>Ask students to brainstorm the causes of the Columbian Exchange and its effect on</i></p>





	<p><i>Europe and the Americas in the time period after 1492. Through small- and whole-group discussion, ask students to identify the positive and negative effects of the Columbian Exchange.</i></p> <p>Lesson/Activity Suggestion Quick write/check for understanding. Ask students to outline an answer to the question “Evaluate the impact of the Columbian Exchange.” Students should have about 5 minutes to either write and then discuss their answer with the class or ten minutes to write out their responses. Check for understanding can be either by class discussion or through writing.</p>
<p> 1.5 Labor, Slavery, and Caste in the Spanish Colonial System</p> <p>Thematic Focus: Social Structures  <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: E HD: KC-1.2.II.B, KC-1.2.II.C, KC-1.2.II.D</p>	<p>1.6: This article on Hernando de Soto includes an explanation of the encomienda system in the second paragraph.</p> <p>1.7: This article also discusses the encomienda system in the sixth paragraph. The end of the article also discusses the caste system, using Castas paintings as examples.</p> <p>1.8: This article discusses the origins of the slave trade, from Western Africa to the discussion of labor in the Western Hemisphere.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestion To better understand the caste system, have students analyze <i>casta</i> paintings. Examples of these can be seen in Section 1.7 of this chapter. This will help students better understand the racial hierarchy in the Spanish colonies so that they can then make connections with that of other European colonies.</p>
<p> 1.6 Cultural Interactions Between Europeans, Native Americans, and Africans</p> <p>Thematic Focus: America in the Worlds  <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.</i></p> <p>LO: F HD: KC-1.2.III.A, KC-1.2.III.B, KC-1.2.III.C</p>	<p>1.3: For a better understanding of Native American world views including religion, gender roles, family, land use and power, this article describes Native American societies for comparison with European societies.</p> <p>1.7: Paragraphs 3-5 describe Native American life under Spanish rule in the 17th century.</p> <p>1.10: This article goes into detail regarding misunderstandings between the Aztec and Cortes and the consequences of this misunderstanding.</p> <p>1.13: This primary source account of Cortes of Tenochtitlan shows the Aztec life through the eyes of the Spanish, showing cultural misunderstandings that became the root of conflict.</p> <p>1.17: The watercolors of John White show the Algonquian people through the eyes of an Englishman in the late 16th century, showing a European perspective of Native American life.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Sample Instructional Activity from the CED: Quickwrite <i>As preparation for the free-response questions on the AP Exam, have students write claims in response to Unit 1: Learning Objective F, Explain how and why European and Native American perspectives of others developed and changed in the Period. Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class.</i></p> <p>Lesson/Activity Suggestion The Gilder Lerhman lesson plan, “Early Encounters between Native Americans and Europeans” features primary source documents and is free with log in to the website.</p>

 <p>1.7 Causation in Period 1</p> <p>LO: G KC: KC-1.1.I KC-1.1.II, KC-1.2.I KC-1.2.II, KC-1.2.III</p>	<p>This section reviews key concepts from the Period, emphasizing causation.</p> <p>1.3: This section explains the geographic causes of the differences in Native American culture and life across the North American continent.</p> <p>1.4: This section discusses the effects of first contacts between Europeans and Native Americans.</p> <p>1.5: This section discusses the causes of the Colombian Exchange and explains the effect on both the Eastern and Western hemispheres that resulted from the exchange.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestion Have students develop claims regarding what they think is the most significant effect of the Colombian Exchange. They can then test their hypotheses on one another verbally, modifying their position as they hear different evidence.</p>
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Unit 2: Period 2: 1607–1754


6-8% AP Exam Weighting, ~14 Class Periods

Unit 2 Topics	Suggested OpenStax Sections/Pages
<p> 2.1 Contextualizing Period 2</p> <p>LO: A KC: KC-2.1.I, KC-2.1.II, KC-2.1.III, KC-2.2.I, KC-2.2.II</p>	<p>2.2: The chapter introductory essay provides an overview of colonization of the British, Spanish, French, and Dutch. It also discusses the evolution of the British North American colonies.</p> <p>2.3: This section discusses British colonization specifically, giving an overview of motivations for British colonization and where colonies were established.</p> <p>2.19: This Point-Counterpoint activity has students consider the extent to which colonists in the British North American colonies were more British culturally or if they established their own colonial culture.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion Begin the unit by having students look at the two ship manifest documents from the 1993 “Two Societies” DBQ Model for students your thinking as you walk through and contextualize the first document, making inferences about what the types of migrants might mean for the two societies that they establish. Ask students to make their own observations on the second document and repeat the process.</p>
<p> 2.2 European Colonization</p> <p>Thematic Focus: Migration and Settlement MIG <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: B HD: KC-2.1.I.A, KC-2.1.I.B, KC-2.1.I.C</p>	<p>2.2: The introductory essay explains colonization efforts of the Spanish, French, Dutch, and English.</p> <p>2.17: The Pilgrims to the New World decision point essay discusses the reason for Pilgrim and Puritan migration to North America and their initial colonization efforts.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Sample Instructional Activity from the CED: Graphic Organizer <i>Ask students to design a graphic organizer, such as a brain web or a comparison table, to gather information about the causes for exploration and the effects of conquest by the Dutch, English, French, and Spanish in North America. Then, in a whole-group discussion, ask students to identify similarities and differences among the European nations and draw conclusions about exploration and colonization.</i></p> <p>Lesson/Activity Suggestion The College Board AP U.S. History Teaching Module “White-Native American Contact in Early American History” has several lesson plans that are relevant to the expectations of this topic.</p>

<p> 2.3 The Regions of British Colonies</p> <p>Thematic Focus: Geography and the Environment  <i>Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.</i></p> <p>LO: C HD: KC-2.1.II.A, KC-2.1.II.B, KC-2.1.II.C, KC-2.1.II.D, KC-2.1.II.E</p>	<p>2.2: The Introductory Essay discusses the regions of colonial settlement, where the different colonies settled and what their purpose of settlement was (joint stock company versus religious freedom).</p> <p>2.3: This article describes Chesapeake Bay colonies- its geography and economic endeavors.</p> <p>2.5: The Founding of Maryland article describes the founding of the Maryland colony and its differences from the other English colonies.</p> <p>2.7: This article discusses the founding of Pennsylvania and how it is unique from other British colonies. It also helps to explain the Middle colonial region.</p> <p>2.17: The Pilgrims to the New World decision point explains the founding of the Massachusetts Bay Colonies. This also explains the differences geographically and culturally of the New England region.</p> <p>2.19: This Point-Counterpoint article explains how the British North American colonies developed a unique culture that is both British and colonial due to their isolation from the mother country and lax enforcement of rule from the empire.</p> <p>2.21: Winthrop's "Model of Christian Charity" provides a look at the religious underpinnings of the Massachusetts Bay Colony.</p> <p>2.23: Penn's Letter Recruiting Colonists shows how William Penn described his colony in order to encourage settlement in Pennsylvania.</p> <p>2.26: These maps show the evolution of colonial settlement in British North America. They can be used to compare the development between the different colonial regions.</p> <p>2.27: The lesson plan "The Rights of Englishmen" helps to explain how colonial Salutary Neglect allowed colonists to engage in self government and consider their unique position in the British empire.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Lesson/Activity Suggestion EdSitement from the National Endowment for the Humanities. This lesson plan focuses on the geography of colonial New England and contains primary and secondary sources for students to analyze.</p>
<p> 2.4 Transatlantic Trade</p> <p>Thematic Focus: Work, Exchange, and Technology  <i>The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.</i></p> <p>LO: D HD: KC-2.1.III.A, KC-2.1.III.B, KC-2.2.I.C</p>	<p>2.2: The introductory essay discusses the development of the Transatlantic Slave Trade in the section titled "Slavery." It also discusses trade more broadly. This essay also discusses mercantilism. This essay also includes a supplementary video over the topic of slavery.</p> <p>2.29: This lesson plan discusses the development of mercantilism and its relationship to the British North American colonies.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Sample Instructional Activity from the CED: Create Representations <i>Give students a blank world map and several data sets, such as raw materials, manufactured goods, and enslaved peoples, and have them create a map that identifies the lanes of transatlantic trade, the exchanges, and the</i></p>




	<p><i>size and scope of the British Empire. Ask them to identify trends and patterns and draw conclusions about the Atlantic world.</i></p>
<p>WOR 2.5 Interactions Between American Indians and Europeans</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.</i></p> <p>LO: E HD: KC-2.1.III.C, KC-2.1.III.E, KC-2.1.III.F</p>	<p>2.2: The introductory essay references colonial-Native American interactions in regards to trade relationships and in developing conflicts.</p> <p>2.4: This article discusses the relationship between British colonists in the Chesapeake Bay and the Powhatan tribe, including the war of 1622.</p> <p>2.7: This section on the founding of Pennsylvania describes William Penn's relationship with Native Americans and could be used to contrast relations in the Middle Colonies to other regions 2.8. The Fur Trade article discusses the role that Native Americans played in assisting European colonies in this industry. It also discusses the impact of the trade on Native Americans.</p> <p>2.9: This section on Bacon's Rebellion explains the role of conflict with Native Americans on the frontier in the broader colonial conflict in Virginia.</p> <p>2.18: This decision point article explains Native American-colonial relations in the New England colonies. This includes discussion of captivity narratives and the role they played in shaping colonial attitudes towards Native Americans.</p> <p>2.22: Similar to the Bacon's Rebellion article, this primary source set also explains the role of conflicts with Native Americans on the frontier played in the colonial conflict.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>The College Board professional development available in AP Classroom includes a skills lesson on Native American-Colonial conflict in their lesson titled "Using Point of View in Analyzing a Document."</p> <p>Lesson/Activity Suggestion The College Board unit "White-Native American Contact in Early America" has lesson suggestions for teaching interactions between Native Americans and colonists in the colonial period.</p>
<p>WXT SOC 2.6 Slavery in the British Colonies</p> <p>Thematic Focus: Work, Exchange, and Technology WXT <i>The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.</i></p> <p>LO: F HD: KC-2.2.II.A, KC-2.2.II.B</p> <p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems,</i></p>	<p>2.2: Starting with the section titled "Slavery," this article discusses the origins of the slave trade and development of slavery, particularly in the southern colonies. It also includes a video that further explains the development of slavery.</p> <p>2.11: This narrative explains the causes and effects of the Stono Rebellion, one of the first major uprisings of enslaved people in the British North American colonies.</p> <p>2.24: This primary source exercise includes a document written by Quakers and is an early example of opposition to slavery in the colonies.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestions Teaching Hard History, a resource from Teaching Tolerance, includes resources including historian videos for teaching the development of colonial slavery. Gilder Lerhman's "AP U.S. History Study Guide" includes resources in their Period 2 review that address slavery in the colonial period.</p>



<p>culture, and the lives of citizens.</p> <p>LO: G HD: KC-2.2.II.C</p>	<p>Sample Instructional Activity from the CED: Jigsaw <i>This strategy can be used to facilitate understanding of the various causes and effects of slavery in the British colonial regions. Assign students to an “expert” group on a colonial region and have them use their textbooks and primary sources to build a picture of slavery there. Then, arrange students into groups where all region “experts” share their information with other students. As a whole group, debrief similarities and differences among the regions with regard to slavery.</i></p>
<div data-bbox="212 443 500 541" style="display: flex; align-items: center;">  <div> <p>2.7 Colonial Society and Culture</p> </div> </div> <p>Thematic Focus: American and Regional Culture ARC <i>Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.</i></p> <p>LO: H HD: KC-2.2.I.A, KC-2.2.I.B</p> <p>Thematic Focus: American and National Identity NAT <i>The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.</i></p> <p>LO: I HD: KC-2.2.I.D, KC-2.2.III.D</p>	<p>2.5: This narrative discusses the founding of the Maryland colony, addressing the religious diversity of the colonies as it was a colony for Catholics.</p> <p>2.6: The narrative of Anne Hutchinson shows the evolution of the Puritan religion in the New England colonies. It also shows the extent of religious intolerance in Massachusetts Bay Colony and the gender dynamics within the colony.</p> <p>2.7: This narrative on the founding of Pennsylvania also discusses religious diversity and colonial culture in its covering of the Quakers and the tolerance of the Pennsylvania colony.</p> <p>2.10: This narrative covering the Salem Witch Trials explains the effects of colonial expansion and population growth on the Massachusetts Bay Colony as the increasing diversity created the infamous moral panic featured here.</p> <p>2.12: This article on the First Great Awakening again highlights the evolution of religion in the colonies, especially in the wake of the Enlightenment.</p> <p>2.13: This article discusses the American Enlightenment and its impact on the colonies, particularly in regards to education and science via its emphasis on Benjamin Franklin.</p> <p>2.17: The Decision Points article over the Pilgrims’ transplantation to the New World discusses the cultural and philosophical foundations of the New England colonies, a foundation that would shape the development of the colony throughout the period.</p> <p>2.19: This Point-Counterpoint article features debate over the extent to which the British North American colonists retained a British identity as the colonies developed or if they began to develop a unique colonial culture.</p> <p>2.20: This Point-Counterpoint debates the extent to which the First Great Awakening represented a cohesive religious movement during its time period. This shows colonial culture evolving during the time period.</p> <p>2.21: John Winthrop’s “Modell of Christian Charity” speech is a foundational document of the New England colonies. It firmly establishes the religious and political basis upon which the colony was founded, greatly influencing its development.</p> <p>2.27: This lesson on the rights of Englishmen shows the shift in colonial thinking about their relationship to the British empire as the period went on.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Lesson/Activity Suggestions College Board’s Professional Development modules for Period 2 feature lesson plans that focus on teaching document analysis, purpose, intended audience, and historical context by examining and</p>




	<p>having students understand colonial culture in Period 2. You will need access to AP classroom in order to view these lesson plans.</p>
 <p>2.8 Comparison in Period 2</p> <p>LO: J KC: KC-2.1.I, KC-2.1.II, KC-2.1.III, KC-2.2.I, KC-2.2.II</p>	<p>2.2: As this section covers the beginnings of settlement in British North America, this is a good article for students to begin looking at the differences in settlement patterns between the various colonial regions.</p> <p>2.3: This article discusses the settlement of the Chesapeake region, covering its origins as a joint stock company as well as the early government there in the Virginia House of Burgesses.</p> <p>2.4: This narrative also discusses the Virginia colony, focusing on relations with Native Americans. It could be used to compare and contrast Colonial-Native relationships between the different colonies.</p> <p>2.5: This narrative also discusses a founding colony, this time Maryland. Again, it can be used to contrast religious diversity across the different regions in order to address the skill.</p> <p>2.9: This narrative on Bacon's Rebellion is also a valuable way to address the comparison skill in this time period. Students can learn about differences in settlement patterns between colonies and the creation of class tensions in Virginia in particular as a result of its agrarian society.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestion Students can practice the skill of argumentation by examining primary source documents such as Winthrop's "Model of Christian Charity" (2.21), Bacon's writings around Bacon's Rebellion (2.22), examining maps of the various colonies (2.26) as well as other sources from the different colonial regions in order to compare and contrast the differences in colonial development between the regions. Students can then use the evidence they have collected from these documents to practice building arguments.</p>

Unit 3: Period 3: 1754–1800

10-17% AP Exam Weighting, ~17 Class Periods


Unit 3 Topics	Suggested OpenStax Sections/Pages
<p> 3.1 Contextualizing Period 3</p> <p>LO: A KC: KC-3.1.I, KC-3.1.II, KC-3.2.I, KC-3.2.II, KC-3.2.III.i, KC-3.3.I, KC-3.3.II</p>	<p>3.2: The introductory essay provides an overview of the Revolutionary Period including the causes and effects of the Seven Years War, increasing restrictions placed by the British on the colonists, and, later in the essay, a discussion of the values underpinning the Constitution.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion The College Board features teacher-suggested strategies in the Professional Development that is embedded within AP Classroom. In the Period 3 module Focus on Teaching, the teacher outlines an activity called “Hash it Out.” The teacher gave the students a difficult primary source, in this case the cartoon “The Colonies Reduced” by Benjamin Franklin. He only displays the cartoon and gives no other information - the students have to use their context clues to try to figure out the cartoon. The students have to apply what they know about the time period in order to figure out not only the meaning of the cartoon but also its possible sourcing. After discussion, he reveals to the students the information about the cartoon.</p>
<p> 3.2 The Seven Years' War (The French and Indian War)</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.</i></p> <p>LO: B HD: KC-3.1.I.A, KC-3.1.I.B, KC-3.1.I.C</p>	<p>3.2: In the introductory essay, the section titled “From Resistance to Revolution” gives an overview of the French and Indian War and its consequences</p> <p>3.3: The narrative on Pontiac's Rebellion discusses the effects of the French and Indian War on American expansion west via the Proclamation of 1763 and conflicts with Native Americans.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Lesson/Activity Suggestion Ask students to diagram a Causation question: Evaluate the impact of the Seven Years War on the relationship between the British Empire and their American colonies. Students would then have 5-10 minutes to outline the question individually. This activity can be shorter- a way to check understanding by submitting a writing sampler, or longer by giving students an opportunity to check their work with groups before challenging one another's assertions as a full class.</p>
<p> 3.3 Taxation Without Representation</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.</i></p>	<p>3.2: The introductory essay discusses the evolution of protesting after the Seven Years War beginning in the section titled “From Resistance to Revolution.” This essay discusses several of the taxation policies and the development of colonial resistance over time.</p> <p>3.4: This narrative titled Stamp Act Resistance discusses initial opposition to British taxation resulting in the slogan “No Taxation Without Representation.” It also introduces Patriot leadership and organizations such as the Sons and Daughters of Liberty.</p>


<p>LO: C HD: KC-3.1.II.A, KC-3.1.II.B, KC-3.1.II.C, KC-3.1.II.D</p>	<p>3.5: This narrative discusses the fallout of the Townshend Acts, resulting in the Boston Massacre, showing the further impact of colonial resistance to British taxation.</p> <p>3.6: The Boston Tea Party narrative continues the discussion of the effect of British taxation policy on colonists and their increasing organization against it. This article discusses the Tea Act and later the Intolerable or Coercive Acts.</p> <p>3.16: This narrative gives an overview of the types of people that made up the competing forces in the Revolutionary conflict.</p> <p>3.22: This primary source activity features an excerpt from <i>Common Sense</i> by Thomas Paine. Paine is a major revolutionary thinker, able to convey the Patriot cause to the masses in this document.</p> <p>3.31: This lesson plan asks students to develop their understanding of the acts of Parliament that prompted colonial backlash during the period. Students can see how the colonial response changed over time as calls for revolution grew.</p> <p>Lesson/Activity Suggestions Students can practice developing arguments by deciding which event they feel was the most significant turning point prior to the revolution. After learning about the British policies and colonial resistance, have students develop a position determining what they feel is the most significant turning point. Students can then share out with the class, challenging one another's assertions and pushing their thinking.</p> <p>College Board's professional development in AP Classroom features additional lesson suggestions for this particular topic.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Sample Instructional Activity from the CED: Match Claims and Evidence <i>This time period is rife with opportunities for students to consider the British and colonial perspectives on events and ideas. Ask small groups of students to write claims and supporting evidence statements on two separate notecards based on the prompt: How did British colonial policies regarding North America lead to the Revolutionary War? Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.</i></p>
<p> 3.4 Philosophical Foundations of the American Revolution</p> <p>Thematic Focus: American and National Identity  <i>The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.</i></p>	<p>2.30: This lesson plan has students consider the impact of the Enlightenment ideals on American leaders, specifically John Locke and his ideas of self government.</p> <p>3.2: Starting with the section titled "From Lexington and Concord to Independence," the opening narrative provides an overview of the Enlightenment and how American leaders adapted its principles during the revolutionary period.</p> <p>3.7: This article discusses the Declaration of Independence, one of the cornerstone documents and events of the American revolution.</p> <p>3.22: This Primary Source activity asks students to evaluate an excerpt from <i>Common Sense</i> to understand ideas that helped to shape the American</p>



<p>LO: D HD: KC-3.2.I.A, KC-3.2.I.B</p>	<p>revolution.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Sample Instructional Activity from the CED: Fishbowl <i>Have students discuss the arguments presented in American Revolution–era documents, such as Thomas Paine’s Common Sense or the Declaration of Independence, and how colonists responded to British actions and policies leading up to the American Revolution.</i></p> <p>Lesson/Activity Suggestion Two activities from EdSitement help students better understand the philosophical foundations of the American Revolution: “Common Sense” and the Rhetoric of Popular Democracy and The Declaration of Independence: “An Expression of the American Mind”.</p> <p>The Gilder Lehrman provided essay “Lockean Liberalism and the American Revolution” could also be used to help students better understand the philosophical underpinnings of the American Revolution.</p>
<p> 3.5 The American Revolution</p> <p>Thematic Focus: America in the World  <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.</i></p> <p>LO: E HD: KC-3.1.II.E</p>	<p>3.2: The introductory essay provides a brief overview of the conflict in the section titled “From Lexington and Concord to Independence.” The section titled “War and Peace” also discusses the Revolutionary War.</p> <p>3.9: This narrative focuses on two major battles of the Revolutionary War.</p> <p>3.15: This Decision Points essay focuses on the leadership of George Washington during the Revolutionary War.</p> <p>3.16: The Decision Points essay “Loyalists vs. Patriots” discusses the various factions in the colonies during the Revolutionary War.</p> <p>3.17: This Decision Points essay focuses on the military context of the Declaration of Independence, especially situating it in the middle of the Revolutionary War. It also discusses the controversy of declaring independence completely from the British.</p> <p>3.23: This primary source activity is an excerpt describing a soldier’s experience in the Revolutionary War.</p> <p>3.24: This primary source activity has students compare and contrast different depictions of George Washington crossing the Delaware.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestion The EdSitement lesson plan “The American War for Independence” features three different activities that focus on primary sources and analysis of the Revolutionary War.</p> <p>This map titled “Independence: Interactive Map” can help students understand the geography of the war and its change over time.</p>
<p> 3.6 The Influence of Revolutionary Ideals</p>	<p>2.30: This lesson plan discusses the influence of Enlightenment on Revolutionary ideals, particularly the ideas of John Locke.</p> <p>3.10: The narrative “Virginia Statute for Religious Freedom” explains the</p>



<p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: F HD: KC-3.2.I.C, KC-3.2.I.D</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.</i></p> <p>LO: G HD: KC-3.2.I.E</p>	<p>movement of separating church and state in the wake of the American Revolution. This shows the beginning of the effects of Revolutionary Ideals.</p> <p>3.26: The primary source activity featuring a Quaker petition against slavery shows the impact of the revolution on the beginning of the abolition movement at the founding of the country.</p> <p>3.27: This is primary source activity features the petition of Belinda Sutton, an enslaved woman, calling for reparations from slavery. This document can help show students the impact of revolutionary ideals on enslaved people after the war.</p> <p>3.28: This primary source activity has students analyze the Northwest Ordinances. Within the document are stipulation for the separation of church and state and the restriction of slavery in the Northwest territories.</p> <p>3.29: Judith Sargent Murray's primary source calling for equality of the sexes shows the impact of the Revolutionary War on some woman who began to call for equality.</p> <p>3.32: This DBQ activity features the writings of Abigail Adams and her famous quote to "Remember the Ladies." Here, students will be able to see the impact of the Revolutionary ideals on the thinking of women in the early Republic period.</p> <p>4.11: This Decision Points essay directly connects the revolutionary ideals of liberty to the decision of Robert Carter to free hundreds of enslaved people that he owned.</p> <p>4.30: This DBQ activity has students evaluate sources, including a freedom petition of an enslaved person after the Revolution. Here, students can analyze the impact of revolutionary ideals on enslaved persons.</p> <p>4.33: This lesson plan features a multitude of primary source documents that focus on George Washington's thoughts on slavery. Here, students can evaluate the extent to which revolutionary ideals impacted Washington's views on slavery.</p> <p>4.34: This lesson plan focuses on the Founding Father's views on slavery in the Constitution and can show the limitations of the language of freedom on certain groups.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Use the suggested primary sources and DBQs above to have students practice evaluating documents for the claims that they make to understand their historical significance.</p> <p>Lesson/Activity Suggestions The following two lesson plans from the Gilder Lehrman Institute focus on the role of women during the Revolutionary era.</p> <p>"Contagious Liberty": Women in the Revolutionary Era</p> <p>Assessing Change: Women's Lives in the American Revolutionary Era</p>
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<p>PCE 3.7 The Articles of Confederation</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: H HD: KC-3.2.II.A, KC-3.2.II.B, KC-3.2.II.C, KC-3.3.I.C</p>	<p>3.2: The chapter overview provides a brief overview of the nature of the government established by the Articles of Confederation. This essay also features an overview video on the Articles of Confederation.</p> <p>3.11: This narrative over Shay's Rebellion discusses some of the domestic that took place during the period of the Articles of Confederation.</p> <p>3.12: This section on the Constitutional Convention also discusses some of the problems with the government established by the Articles of Confederation.</p> <p>3.18: This Decision Points article over the Annapolis Convention discusses how and why the Constitutional Convention was called. This includes some of the failures of the Articles of Confederation.</p> <p>3.25: This primary source document features the Articles of Confederation in their entirety for students to evaluate. Here, students can read to see the original structure of government after the Revolutionary War.</p> <p>3.28: This primary source document is the Northwest Ordinance of 1787. This document can show students one of the successes of the Articles of Confederation, the government of the United States in the 1780s.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Lesson/Activity Suggestions The College Board's professional development housed within AP Classroom features teaching resources for Period 3. These include a lesson suggestion that has students make connections between the Declaration of Independence, Articles of Confederation, and Constitution to see how American thoughts on executive power evolved through the time period as reflected in each of these documents.</p>
<p>PCE 3.8 The Constitutional Convention and Debates over Ratification</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: I HD: KC-3.2.II.C.i, KC-3.2.II.D, KC-3.2.II.E</p>	<p>3.2: The section titled "Confederation and Constitution" provides an overview of the debates within the Constitutional Convention and afterwards during ratification.</p> <p>3.11: This narrative on Shays's Rebellion provides context for the debates over the drafting of a new constitution.</p> <p>3.12: This narrative discusses the reasons for calling a Constitutional Convention. It also gives an overview of the various debates within the convention as well as the compromises such as the Great Compromise and the Three Fifths Compromise that resulted from them.</p> <p>3.13: This narrative discusses the development of factions, Federalists and Anti-Federalists, in the wake of the Constitutional Convention and debates over ratification.</p> <p>3.20: This Point-Counterpoint debate features discussion of the beliefs of the Federalists and Anti-Federalists, showing students historian's opinions on the debates over the ratification of the Constitution.</p> <p>3.34: This lesson plan asks students to evaluate the Constitution and its context to better understand the type of government that resulted from the</p>

	<p>document.</p> <p>3.36: The Federalist/Anti-Federalist DBQ activity has students evaluate various sources to better understand perspectives debating the ratification of the Constitution.</p> <p>Lesson/Activity Suggestion The following lesson suggestions are available for free from the Gilder Lehrman Institute.</p> <p>Analyzing the Great Compromise of 1787</p> <p>Ratification Debates: A New York Case Study</p> <p>The United States Constitution: Federalists vs. Anti-Federalists</p> <p>The following lesson plans are available for free from Edsitement’s AP U.S. History series:</p> <p>The Constitutional Convention of 1787</p> <p>The Federalists and Anti-Federalist Debates on Diversity and the Extended Republic</p> <p>Ratifying the Constitution</p> <p>The Creation of the Bill of Rights: “Retouching the Canvas</p> <p>Suggested Skill: Claims and Evidence in Sources</p> <p>Sample Instructional Activity from the CED: Close Reading When students are reading foundational documents, such as the Constitution and the Federalist Papers, have them highlight relevant words and passages that support the author’s claim. Ask students to connect ideas outlined in the documents to colonial experiences with British government in the revolutionary period.</p>
<p> 3.9 The Constitution</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: J HD: KC-3.2.II.C.ii</p>	<p>3.2: The section titled “Confederation and Constitution” features a video from the Bill of Rights Institute that will help students understand the contents of the Constitution.</p> <p>3.12: In addition to detailing the various debates at the Constitutional Convention, this article also gives an overview of the compromises and explanations of the government structure that they created.</p> <p>3.19: This Point-Counterpoint exercise features two historians debating the extent to which the Constitution is a pro-slavery document. Included is information over several features of the Constitution.</p> <p>3.34: This lesson plan asks students to participate in a close read of the Constitution to better understand its parts and application in government.</p> <p>3.35: This lesson plan asks students to dive deeper into the debate over representation at the Constitutional Convention, resulting in the Great Compromise.</p> <p>Suggested Skill: Making Connections</p>

	<p>Lesson/Activity Suggestions The College Board's professional development housed within AP Classroom features teaching resources for Period 3. These include a lesson suggestion that has students make connections between the Declaration of Independence, Articles of Confederation, and Constitution to see how American thoughts on executive power evolved through the time period as reflected in each of these documents.</p>
<div data-bbox="224 415 479 520">  </div> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.</i></p> <p>LO: K HD: KC-3.3.II.A, KC-3.3.II.B, KC-3.3.I.D, KC-3.3.I.E</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: L HD: KC-3.2.III.A, KC-3.2.III.B, KC-3.3.II.C</p>	<p>4.2: The introductory essay to this chapter gives an overview of the information covered. This includes discussion of international entanglements with the British and the French, the disputes regarding the implementation of the new Constitution, and the development of political parties.</p> <p>4.3: This section provides an overview of Alexander Hamilton's financial plan, including the National Bank.</p> <p>4.7: The narrative over the Battle of Fallen Timbers provides an explanation of the developing relationship between the United States and American Indian tribes as the U.S. sought to expand westward.</p> <p>4.8: This narrative over the Jay Treaty helps explain the international tensions rising from the war between the British and the French and its impact on the development of U.S. trade.</p> <p>4.9: This article on the XYZ Affair and Quasi War further explains how tensions between the British and the French affected the United States attempts to develop trade, resulting in the undeclared conflict with the French.</p> <p>4.12: This Decision Points article explains the Compromise of 1790 and the financial plans resulting from the agreement.</p> <p>4.13: This Decision Points article discusses Washington's Proclamation of Neutrality, highlighting the U.S. response to the tensions between Britain and France.</p> <p>4.14: This Point-Counterpoint section discusses the Whiskey Rebellion, which shows the consequences of the early financial policies.</p> <p>4.15: This Point-Counterpoint features a discussion of the two competing interpretations of the Constitution that dominated political disputes in the 1790s.</p> <p>4.18: This primary source activity has students compare the text of the Proclamation of 1763 to the Treaty of New York to see how policies towards expansion and Native American relations changed after the American Revolution.</p> <p>4.20: This primary source activity asks students to read excerpts by Thomas Jefferson and Alexander Hamilton regarding the controversial National Bank.</p> <p>4.21: This primary source activity has students examine the text of the Jay Treaty. This document relates to the tensions caused by the British-French war in the 1790s.</p> <p>4.23: This section features the text of George Washington's Farewell address, which calls for national unity and avoiding foreign entanglements. It is a foundational document for this period.</p>

	<p>4.24: This cartoon analysis activity has students analyze a political cartoon that references the conflict and tensions between the British, French, and United States in the late 1790s.</p> <p>4.25: This primary source activity features the text of the Kentucky and Virginia Resolutions, a response to the Alien and Sedition Acts. This political dispute represents conflicts between the Democratic Republicans and Federalists and established the doctrine of nullification.</p> <p>4.27: This DBQ activity makes connections between the American Revolution and its broader global impact. Students analyze documents to see the extent to which the revolutionary ideals influenced other revolutions.</p> <p>4.28: This lesson plan has students study the actions of the First Congress, which implemented the government established by the Constitution for the first time.</p> <p>4.29: This lesson plan features resources that will help students better understand the debate over the National Bank.</p> <p>4.36: This lesson plan examines George Washington's actions during the Whiskey Rebellion, again looking at the implementation of the Constitution in the 1790s.</p> <p>Lesson/Activity Suggestions The College Board features a lesson plan over the Alien and Sedition Acts.</p> <p>This lesson from EdSitement has students dive deep into the First Party System. It features multiple primary sources and is great for students to understand cause and effect, document sourcing, and point of view.</p> <p>This lesson plan from the Gilder Lehrman Institute helps students understand Washington's Farewell Address.</p> <p>This Gilder Lehrman Institute lesson plan examines the debate over the National Bank.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Sample Instructional Activity from the CED: Critique Reasoning This topic lends itself to reading primary source documents. Have students identify and critique Washington's main points in his 1796 Farewell Address. Then, ask students to examine Washington's perspective, the historical situation, and the evidence and reasoning he uses to support his position.</p>
<p> 3.11 Developing an American Identity</p> <p>Thematic Focus: American and Regional Culture  <i>Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.</i></p>	<p>3.23: This excerpt is from <i>The Adventures of a Revolutionary Soldier</i>, which was written in 1830. Its publication date is important as it is almost a generation after the Revolution, giving students insight into how the mythology surrounding the Revolutionary War shaped American identity.</p> <p>3.24: This section features several works of art that depict Washington crossing the Delaware. Images of Washington painted or depicted in the early national period are important to understanding how early Americans viewed their leaders and themselves, shaping the identity of the country.</p> <p><u>Suggested Skill: Developments and Processes</u></p>

<p>LO: M HD: KC-3.2.III.ii, KC-3.2.III.D</p>	<p>Lesson/Activity Suggestions Show students images of American Neoclassicism- paintings and of architecture of the time. This can include paintings by John Trumball, Hiram Powers, and Benjamin West among others. You can also show them images of Monticello and the original Washington Monument. Students should be able to identify the influence of classic Roman and Greek styles, hinting at what Americans aspired for their new country.</p>
<p> 3.12 Movement in the Early Republic</p> <p>Thematic Focus: Migration and Settlement MIG <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: N HD: KC-3.3.I.A, KC-3.3.I.B</p> <p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: O HD: KC-3.2.III.C</p>	<p>4.6: This narrative on the invention of the cotton gin discusses how it expanded the need for slavery and expanding slavery throughout the South.</p> <p>4.7: This narrative on the Battle of Fallen Timbers discusses how American westward expansion into the Northwest Territories increased tensions between the United States and Native Americans.</p> <p>4.18: This primary source set has students compare the Proclamation of 1763 to the Treaty of New York of 1790. Here, students can compare westward expansion and its restriction earlier in the time period to how the United States handled expansion after the Revolutionary War.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestions Have students compare developments in migration during this period to earlier periods. For example, students can contrast American-Native American relations in this period to the colonial period.</p>
<p> 3.13 Continuity and Change in Period 3</p> <p>LO: P KC: KC-3.1.I, KC-3.1.II, KC-3.2.I, KC-3.2.II, KC-3.2.III.i, KC-3.3.I, KC-3.3.II</p>	<p>3.2: The introductory essay provides an overview of the Revolutionary period including the causes and effects of the Seven Years War, increasing restrictions placed by the British on the colonists, and, later in the essay, a discussion of the values underpinning the Constitution.</p> <p>3.2: The Seven Years' War</p> <p>3.2: In the introductory essay, the section titled "From Resistance to Revolution" gives an overview of the French and Indian War and its consequences.</p> <p>3.3: The narrative on Pontiac's Rebellion discusses the effects of the French and Indian War on American expansion west via the Proclamation of 1763 and conflicts with Native Americans.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestions Have students create a timeline of documents from 1763-1783. Here, they can look at how colonial attitudes towards the British changed over time. Then, students can practice argumentation by developing a position on the extent to which colonists changed their ideas about independence.</p> <p><u>This skill is tested in the 2017 DBQ.</u></p>





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Unit 4: Period 4: 1800–1848



10-17% AP Exam Weighting, ~17 Class Periods



Unit 4 Topics	Suggested OpenStax Sections/Pages
<p> 4.1 Contextualizing Period 4</p> <p>LO: A KC: KC-4.1.I, KC-4.1.II, KC-4.1.III, KC-4.2.I, KC-4.2.II, KC-4.2.III, KC-4.3.I, KC-4.3.II</p>	<p>5.2: The introductory essay for Chapter 5 provides an overview of Jeffersonian Democracy, foreign policy in the early 19th century, the development of the Second Party System, and early economic growth that preceded the Market Revolution.</p> <p>6.2: This introductory essay explains the expansion of democracy and Jackson's Common Man Period as well as the Market Revolution and its multifaceted impact on American society.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion The professional development modules provided by The College Board in AP Classroom for Period 4 includes a lesson suggestion to help students contextualize the period. They suggest having students begin to understand the changes in the period by reading and analyzing <i>Rip Van Winkle</i>. See AP Classroom for more.</p>
<p> 4.2 The Rise of Political Parties and the Era of Jefferson</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: B HD: KC-4.1.I.A, KC-4.1.I.B, KC-4.3.I.A.i</p>	<p>5.2: The introductory essay features an overview of Jefferson's presidency in the section titled "Jeffersonian America."</p> <p>5.3: "The Lewis and Clark Expedition" section discusses not only the exploration of the new territories but also outlines Jefferson's ideals of an agrarian society as it relates to his decision to make the Louisiana Purchase.</p> <p>5.11: This Decision Points article discusses the context for the <i>Marbury v. Madison</i> court case. It includes an overview video by the Bill of Rights Institute.</p> <p>5.14: This Point-Counterpoint article features historian's perspectives as to whether or not Jefferson's election in 1800 could be considered a revolution for its transition of power.</p> <p>5.16: This Primary Source activity asks students to evaluate the journals of Lewis and Clark during their expedition of the Louisiana Territory.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Sample Instructional Activity from the CED: Debriefing This topic contains several complex economic, political, and foreign policy issues—such as the tariff, interpretation of the Constitution, and the purchase of foreign land—that teachers can lead students through a debrief on to ensure understanding of these issues, individually and collectively, in relation to the time period.</p> <p>Lesson/Activity Suggestions This time period still features battles between the visions of Democratic-Republicans and Federalists. Students can examine sources such as OGRABME, evaluating its context and point of view while</p>


	discussing the impact of Jefferson's policies.
<p>PCE 4.3 Politics and Regional Interests</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: C HD: KC-4.1.I.D, KC-4.2.III.D, KC-4.3.II.C</p>	<p>5.2: The introductory essay gives an overview of the political shifts during the early 19th century. This includes the significance of the Hartford Convention and the death of the Federalist Party, the Era of Good Feelings and the Election of 1824.</p> <p>5.7: This narrative discusses the emergence of regional politics, culminating in the Election of 1824. It also references the variation in regional support for new internal improvements as each region begins to develop its own economic specializations.</p> <p>5.9: This narrative discusses the American System and investment in infrastructure, including the canal. Infrastructure was largely concentrated in the North and West, increasing regionalization.</p> <p>5.12: This Decision Points article discusses the Hartford Convention, which marks the decline of the Federalist Party and the beginning of party realignment.</p> <p>5.13: The Missouri Compromise reflects the emerging regional disputes over the expansion of slavery into new states. This article discusses the emergence of sectionalism.</p> <p>5.15: This Point-Counterpoint article discusses the success of the Missouri Compromise and whether or not it was successful in alleviating regional tensions.</p> <p>5.18: This primary source activity features a political cartoon related to the "Corrupt Bargain." Students can analyze the cartoon to practice applying the historical situation of a document to better understand the period.</p> <p>5.19: This speech on the American System by its most prominent supporter Henry Clay can be used to show the regional support for government-supported economic investment.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Lesson/Activity Suggestions Have students observe maps showing the growth of agriculture, factories, canals, and other infrastructure to observe the growing regional differences during the time period. This is also a point in which new political figures emerge. Have students read documents by Henry Clay, John Quincy Adams, John Calhoun, and Andrew Jackson to contrast the different perspectives, noting the influence of regionality on their opinions. Students can also see the emergence of regional political preference by viewing the electoral maps of the Elections of 1820, 1824, and 1828 to see the political shifts.</p>
<p>WOR 4.4 America on the World Stage</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.</i></p> <p>LO: D</p>	<p>5.2: The introductory essay discusses the War of 1812 and features a video from the Bill of Rights Institute on American foreign policy in the early 19th century.</p> <p>5.4: This narrative gives an overview of the War of 1812, culminating in the Treaty of Ghent.</p> <p>5.6: This narrative discusses Andrew Jackson's role in the War of 1812, specifically the Battle of New Orleans.</p> <p>5.17: The Monroe Doctrine is the focus of this primary source activity, which</p>




<p>HD: KC-4.3.I, KC-4.3.I.A.ii</p>	<p>marks the United States positioning itself both in the Western Hemisphere as well as beginning to exert its power globally.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Lesson/Activity Suggestion Students can analyze documents such as the Monroe Doctrine, focusing specifically on their historical situation, as they note the extent to which foreign policy changes (or does not change) during the early 19th century.</p>
<p> 4.5 Market Revolution: Industrialization</p> <p>Thematic Focus: Work, Exchange, and Technology WXT</p> <p><i>The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.</i></p> <p>LO: E HD: KC-4.2.I.A, KC-4.2.I.B, KC-4.2.I.C, KC-4.2.III.B</p>	<p>5.2: The introductory essay for Chapter 5 contains sections titled “Market Revolution and Transportation Revolution” and “Government and the Market Revolution.” This section discusses the causes and effects of the Market Revolution, including the role that the government played in promoting economic growth.</p> <p>5.7: Paragraph four of this article discusses Henry Clay and the American System, a government policy important to the economic growth of the Market Revolution.</p> <p>5.9: This section discusses the construction of infrastructure during the early 19th century and the role that this played in promoting economic growth and the growth of industry.</p> <p>5.19: This primary source activity features Henry Clay’s speech in promotion of the American System, one of the key factors promoting the Market Revolution.</p> <p>5.20: This document based activity asks students to evaluate the court cases overseen by chief justice John Marshall. Many of Marshall’s important decisions helped facilitate economic growth in the Market Revolution.</p> <p>6.10: This narrative explains the growth of the factory system in the U.S., specifically in New England. It also discusses the impact of the Market Revolution on women via the Lowell Mill Girls.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Sample Instructional Activity from the CED: Self/Peer Revision Students have been practicing writing a historically defensible claim and supporting their argument using specific and relevant evidence. This topic’s learning objective—Unit 4: Learning Objective E: Explain the causes and effects of the innovations in technology, agriculture, and commerce over time—can serve as a prompt for students to write thesis statements and outline evidence to be used in support of the claim. Then ask students to select a partner, review the claims and evidence, and provide feedback.</p> <p>Lesson/Activity Suggestions Individually, have students brainstorm ideas regarding what they feel are the most significant causes and effects of the Market Revolution. Once they have done so individually, have students check their work in small groups. Finally, ask students to develop a thesis, selecting the most significant cause and most significant effect of the Market Revolution. Have students share and defend their assertions in a whole class discussion.</p> <p>This teaching activity asks students to evaluate the causes of a strike at the Lowell factories.</p>

<p>SOC 4.6 Market Revolution: Society and Culture</p> <p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: F HD: KC-4.2.III.A, KC-4.2.II.A, KC-4.2.II.B, KC-4.2.II.C</p>	<p>5.2: The introductory narrative for Chapter 5 has a section titled “Market Revolution and Transportation Revolution” that explains the social impact of the Market Revolution including the emergence of a middle class and the Cult of Domesticity.</p> <p>5.9: This narrative explaining the building of the Erie Canal also discusses the social effects of the economic growth and construction of infrastructure, specifically the Burned Over District and the impact on the Second Great Awakening.</p> <p>6.10: This narrative on the Lowell Mill Girls shows the impact of the Market Revolution on gender roles.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestions Individually, have students brainstorm ideas regarding what they feel are the most significant causes and effects of the Market Revolution. Once they have done so individually, have students check their work in small groups. Finally, ask students to develop a thesis, selecting the most significant cause and most significant effect of the Market Revolution. Have students share and defend their assertions in a whole class discussion.</p> <p>This teaching activity asks students to evaluate the causes of a strike at the Lowell factories.</p> <p>Have students note the change in gender roles from the before the American Revolution through the Market Revolution. The 2006 DBQ features documents that can be supplemented with outside primary sources.</p> <p>This lesson plan from Edsitement discusses the role of technology in the rise of the middle class.</p>
<p>PCE 4.7 Expanding Democracy</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: G HD: KC-4.1.I</p>	<p>6.2: The introductory essay to Chapter 6 discusses the expansion of voting rights by removal of property restrictions and the role that this plays in shaping politics during Period 4.</p> <p>6.28: This primary source activity has students analyze <i>The County Election</i>, a painting by former Whig candidate George Caleb Bingham. It depicts a scene that is representative of the impact of the expansion of democracy and westward expansion on election day at a local election.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Lesson/Activity Suggestions Discuss the role that expanding voting rights played on campaigning and democracy by having students read and listen to campaign songs such as “Tiptecanoe and Tyler Too.”</p> <p>Have students analyze the paintings of George Caleb Bingham (6.28) to see the impact of the expansion of democracy and westward expansion on local elections.</p>
<p>PCE 4.8 Jackson and Federal Power</p> <p>Thematic Focus: Politics and Power PCE</p>	<p>6.2: The introductory essay discusses several important facets of the Jackson presidency including his first inauguration, Indian Removal, the Bank War, and Nullification Crisis.</p>

<p><i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: H HD: KC-4.1.I.C, KC-4.3.I.B</p>	<p>6.3: This narrative explains the Nullification Crisis, one of Jackson's first tests of federal power.</p> <p>6.5: This narrative discusses the context of the Trail of Tears, including the expansion of cotton into the territories of the Five Civilized Tribes, the role of the Marshall Court, and the Indian Removal Act.</p> <p>6.14: This Decision Points article discusses Jackson's decision making in vetoing the rechartering of the Bank of the United States. This article also discusses the power of the federal government as decided in <i>McCulloch v. Maryland</i>.</p> <p>6.19: This primary source activity asks students to evaluate the Indian Removal Act and Chief John Ross's response to Congress.</p> <p>6.20: This primary source activity will help students understand Jackson's reasoning for vetoing the Second Bank of the United States by reading his message on the veto.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Sample Instructional Activity from the CED: Questioning the Text</p> <p><i>Assign students to read and analyze Andrew Jackson's first inaugural address and write down any clarification and discussion questions that come to mind while reading the text. Ask students to focus on the main points that Jackson hoped to address in his presidency as outlined in the inaugural address. Form groups around similar questions and ask students to research answers from a source, such as the textbook. Have groups present their findings and lead a discussion about the purpose of inaugural addresses as well as the successes and failures of the Jackson administration.</i></p> <p>Lesson/Activity Suggestions Have students read and discuss secondary sources or historians' perspectives on the presidency of Andrew Jackson, the expansion of voting rights, changes to campaigning, and Jackson's perception as a "common man." Suggested secondary sources include the following:</p> <p>Arthur M. Schlesinger in "Traditions of Democracy" Marvin Meyers in "The Old Republic and the New" Lee Benson in "Jacksonian Democracy- Concept or Fiction?" James M. Burns in "The Flowering of Parties"</p> <p>Students can compare and contrast the different perspectives, evaluating the claims and evidence of each historian, and determine the extent to which Jacksonian Democracy was truly democratic or beneficial to the "common man."</p>
<p> 4.9 The Development of an American Culture</p> <p>Thematic Focus: American and Regional Culture  <i>Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.</i></p>	<p>5.10: This narrative discusses the writings of Washington Irving and his role in shaping a distinct American culture through literature.</p> <p>6.21: This primary source activity asks students to read excerpts from Alexis de Toqueville's <i>Democracy in America</i>. This work showcases the impact of the expansion of democracy and the frontier on American Culture.</p> <p>6.24: Emerson's "The American Scholar" encourages academics and leaders in the United States to develop their own distinct scholarship and literature as opposed to looking to Europe for guidance.</p>




<p>LO: I HD: KC-4.1.II.B, KC-4.1.II.C</p>	<p>7.32: This section describes the Hudson River School of Art, one of the first major American artistic movements. This movement specialized in dramatic North American landscapes.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Sample Instructional Activity from the CED: Socratic Seminar <i>This activity combines Topics 4.9–4.11. Use the question <i>What were the key ingredients in the creation of an American culture?</i> to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</i></p> <p>Lesson/Activity Suggestions The College Board offers lesson suggestions for AP U.S. History through their professional development in AP Classroom. Their Period 4 lesson plan teaches deep document analysis and contextualization by asking students to evaluate Washington Irving’s <i>Rip Van Winkle</i>.</p>
<p> Thematic Focus: American and Regional Culture ARC <i>Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.</i></p> <p>LO: J HD: KC-4.1.II.A.i</p>	<p>5.9: The last paragraph of the article discusses the “Burned Over District” and its vulnerability to religious fervor during the time period.</p> <p>6.2: The section titled “Social and Religious Movements in the Second Great Awakening” provides an overview of the Second Great Awakening and its context.</p> <p>6.4: This narrative on the Mormon Trail also references the Burned Over District and discusses one of the most successful of the Second Great Awakening religions, the Latter Day Saints, as they migrate across the continent.</p> <p>6.22: This primary source activity asks students to evaluate a sermon given by the revivalist preacher Jedediah Burchard. Here, they will see the emotional and persuasive style of Second Great Awakening preachers.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Sample Instructional Activity from the CED: Socratic Seminar <i>This activity combines Topics 4.9–4.11. Use the question <i>What were the key ingredients in the creation of an American culture?</i> to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</i></p> <p>Lesson/Activity Suggestions Have students practice document analysis by closely reading the writings of Second Great Awakening preachers such as Charles Grandison Finney, Lyman Beecher, or Jedediah Burchard (6.22).</p>
<p> Thematic Focus: American and Regional Culture ARC <i>Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.</i></p>	<p>6.2: The overview narrative for Chapter 6 features two relevant sections. “Growing Resistance to Slavery” discusses the growing abolition movement. “Social Reforms and Suffrage” discusses the other various reform movements in the Antebellum Period.</p> <p>6.6: This narrative discusses the abolitionism of William Lloyd Garrison as well as broader trends in abolition related to his work.</p> <p>6.9: This article discusses Elizabeth Cady Stanton’s work as well as that of several other prominent women’s rights activists of the period. It also explains the roots of the women’s movement in the abolitionist movement and women’s</p>

<p>LO: K HD: KC-4.1.II.A.ii, KC-4.1.III.A, KC-4.1.III.B.i, KC-4.3.II.B.i, KC-4.1.III.C</p>	<p>involvement in other movements of the time.</p> <p>6.12: This narrative discusses Frederick Douglass's background before he became a prominent abolitionist.</p> <p>6.17: This primary source activity asks students to evaluate David Walker's "Appeal to Coloured Citizens." The document is a strong critique of defenders of slavery.</p> <p>6.23: This primary source activity has students analyze Sarah Grimke's Letters on the Equality of the Sexes and the Condition of Women, written by one of the most prominent women's rights advocates and abolitionists in the Antebellum Period.</p> <p>6.26: This primary source activity features Dorthea Dix, another female reformer focusing on prison and institutions.</p> <p>6.27: This primary source activity features an excerpt from Frederick Douglass's <i>Narrative of the Life of Frederick Douglass</i>, one of the most famous abolitionist texts of the time period.</p> <p>6.31: This lesson plan has students read several different sources from the Seneca Falls Convention, helping students understand the focus of the Antebellum women's movement.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Sample Instructional Activity from the CED: Socratic Seminar <i>This activity combines Topics 4.9–4.11. Use the question <i>What were the key ingredients in the creation of an American culture?</i> to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</i></p> <p>Lesson/Activity Suggestion There are many different reformers in the Antebellum Period, making this a good time to have students practice source analysis and work on understanding historical situations and point of view. Model the analysis of a document for students before jigsawing several different documents to small groups. After students analyze documents in their groups, have them share with the class. Lead a class discussion so that students can get a sense of the nature of reform in the Antebellum Period.</p>
<p> 4.12 African Americans in the Early Republic</p> <p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: L HD: KC-4.1.III.B.ii, KC-4.1.II.D</p>	<p>5.21: This document-based activity chard the evolving rhetoric around slavery, both for and against the institution.</p> <p>6.2: The introductory essay to Chapter 6 discusses growing resistance to slavery including focus on Black abolitionists such as David Walker.</p> <p>6.7: This narrative discusses the causes and effects of Nat Turner's Rebellion as Denmark Vessey's conspiracy.</p> <p>6.12: This narrative discusses the life of Frederick Douglass before he was purchased into freedom.</p> <p>6.17: This primary source activity asks students to analyze David Walker's most famous work.</p>

	<p>6.27: This primary source activity features an excerpt from Frederick Douglass's "Narrative of the Life of Frederick Douglass," and important work of the abolitionist movement.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Lesson/Activity Suggestions Teaching Tolerance's Teaching Hard History series features activities and resources for teaching American slavery and its aftermath.</p> <p>This lesson plan from the Gilder Lehrman Institute looks at slavery through posters and broadsides.</p>
<p> 4.13 The Society of the South in the Early Republic</p> <p>Thematic Focus: Geography and the Environment  <i>Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.</i></p> <p>LO: M HD: KC-4.3.II.B.ii, KC-4.2.III.C, KC-4.3.II.A</p>	<p>6.2: The section titled "Growing Resistance to Slavery" discusses the Southern resistance to growing Northern abolitionism.</p> <p>6.16: Calhoun's <i>South Carolina Exposition and Protest</i> shows the growing resentment of Southerners to what they felt were encroachments of a federal government that favored Northern interests.</p> <p>6.25: John C. Calhoun's "Slavery as a Positive Good" is a Southern elite defense of slavery, the result of the growth in value of cotton in the 19th century in conjunction with the growing abolitionist movement in the North.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Suggested Lessons/Activities Have students examine various secondary sources such as maps showing the expansion/density of cotton, railroad distribution, population density, distribution of factories and other demographic information in order to compare and contrast the development of the two regions during the early 19th century.</p>
<p> 4.14 Causation in Period 4</p> <p>LO: N KC: KC-4.1.I, KC-4.1.II, KC-4.1.III, KC-4.2.I, KC-4.2.II, KC-4.2.III, KC-4.3.I, KC-4.3.II</p>	<p>5.2: The introductory essay for Chapter 5 provides an overview of Jeffersonian Democracy, foreign policy in the early 19th century, the development of the Second Party System, and early economic growth that preceded the Market Revolution.</p> <p>6.2: This introductory essay explains the expansion of democracy and Jackson's Common Man Period as well as the Market Revolution and its multifaceted impact on American society.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestions Select several topics and have students work on argumentation by evaluating the various causes or effects of that topic. For example, have students outline what they feel are the most significant effects of the Market Revolution. They can work alone or with small groups in order to check their work. Then have them develop a thesis statement that takes a position on what they feel is the most significant cause or effect. Have students defend their argument in a whole group discussion where you can check for understanding.</p>

Unit 5: Period 5: 1844–1877

10-17% AP Exam Weighting, ~17 Class Periods


Unit 5 Topics	Suggested OpenStax Sections/Pages
<p> 5.1 Contextualizing Period 5</p> <p>LO: A KC: KC-5.1.I, KC-5.1.II, KC-5.2.I, KC-5.2.II, KC-5.3.I, KC-5.3.II.i</p>	<p>7.2: The Chapter 7 overview narrative helps introduce and review topics over the course of Period 5.</p> <p>7.10: This section discusses immigration during the early to mid-19th century and the nativism that rose in response.</p> <p>8.2: The Chapter 8 overview chapter introduces and reviews topics in the later part of Period 5.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion <i>Preview the issues of Period 5 by having students read and analyze primary sources such as South Carolina’s Declaration of Secession or Lincoln’s First Inaugural Address. Both documents focus on important issues in Period 5 and can help students build their understanding of both the controversies before and after the Civil War.</i></p>
<p> 5.2 Manifest Destiny</p> <p>Thematic Focus: Geography and the Environment  <i>Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.</i></p> <p>LO: B HD: KC-5.1.I.A, KC-5.1.I.B, KC-5.1.D, KC-5.1.E</p>	<p>7.2: The section titled “Texas, the Mexican War, and Slavery’s Expansion” discusses Manifest Destiny in the context of the Mexican War.</p> <p>7.16: This Decision Points essay discusses Manifest Destiny as context for the Mexican War.</p> <p>7.19: This Point-Counterpoint activity assignment weighs the extent to which Manifest Destiny was a justified idea.</p> <p>7.22: This primary source activity has students read the document where John O’Sullivan coins the phrase Manifest Destiny.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Sample Instructional Activity from the CED: Making Connections <i>Write terms or concepts related to this topic’s thematic focus, GEO, on index cards, place them in a box, and have students pick a card at random. Give students a few minutes to gather and recall information about the term or concept and then pair students and ask them to find the connection between their terms or concepts. Finally, ask the pairs to write a brief explanation of how the terms or concepts are related.</i></p> <p>Lesson/Activity Suggestions Have students analyze</p>

	<p>“Annexation” by John O’Sullivan to better understand the justification for expansion across the continent. This can be compared to earlier writings by Thomas Jefferson explaining the need for expansion.</p>
<p>WOR 5.3 The Mexican–American War 3</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.</i></p> <p>LO: C HD: KC-5.1.I.C, KC-5.1.II.C</p>	<p>7.2: The introductory essay features a section titled “Texas, the Mexican War and Slavery’s Expansion.”</p> <p>7.3: This narrative discusses lands that were taken by the United States in the Mexican War. It focuses on the people living in the Southwest territories who were eventually incorporated into the United States.</p> <p>7.16: This decision points essay discusses the decision to declare war on Mexico. It also discusses who was in favor of the war and against the war, setting up sectional tension.</p> <p>7.19: This Point-Counterpoint article discusses the consequences of the Mexican War, including incorporating new populations into the United States after the Treaty of Guadalupe-Hidalgo.</p> <p>7.24: This primary source activity features both President Polk’s declaration of war and a critical reply to that message from an Ohio congressman.</p> <p><u>Suggested Skill: Claims and Evidence</u></p> <p>Lesson/Activity Suggestion This activity from the Zinn Education Project allows students to see a variety of perspectives on the Mexican-American War.</p> <p>Have students build their own DBQ. Provide students with a question such as evaluate the causes or effects of the Mexican-American War. Have them work with a partner or group to search for primary sources. Have students present their findings, including document analysis, to the class. Evaluate students using the DBQ rubric.</p>
<p>NAT 5.4 The Compromise of 1850 4</p> <p>Thematic Focus:American and National Identity NAT <i>The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.</i></p> <p>LO: D HD: KC-5.2.II.A, KC-5.2.II.B.i</p>	<p>7.2: The section “The Compromise of 1850 and the ‘Popular Sovereignty’ Doctrine” discusses the significance of the Compromise of 1850 and gives an overview of its effects.</p> <p>7.4: This narrative on the Free Soil Party discusses the effects of the Compromise of 1850 on the Free Soil Party.</p> <p>7.7: This narrative discusses the impact of the Fugitive Slave Act, one of the facets of the Compromise of 1850, on the abolitionist movement.</p> <p>7.18: This Decision Points article discusses the causes and consequences of the Compromise of 1850.</p> <p>7.25: The primary source activity features a speech by Daniel</p>


	<p>Webster, one of the key authors of the Compromise of 1850.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion Have students build a “backwards DBQ” - give students a question and then have them find the documents. For the Compromise of 1850, the question could be a part of a continuity and change over time question about the role of compromise in the time period. Once students have found their documents, have them share out their argument and analysis as a presentation. Evaluate student work using the DBQ rubric.</p>
<div data-bbox="224 596 264 695" style="display: inline-block; border: 1px solid black; padding: 2px; text-align: center;"> ARC SOC 2 </div> <p data-bbox="293 596 545 646">5.5 Sectional Conflict: Regional Differences</p> <p data-bbox="201 701 789 856">Thematic Focus: American and Regional Culture ARC <i>Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.</i></p> <p data-bbox="201 884 467 932">LO: E HD: KC-5.1.II.A, KC-5.1.II.B</p> <p data-bbox="201 959 797 1087">Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p data-bbox="201 1115 566 1163">LO: F HD: KC-5.2.I.A, KC-5.2.I.B, KC-5.2.I.C</p>	<p data-bbox="824 590 1409 667">7.2: The section titled “Abolitionists and Republicans” provides an overview of immigration during this time period and its impact on regionality during the time period.</p> <p data-bbox="824 701 1398 800">7.8: This narrative discusses <i>Uncle Tom’s Cabin</i>, one of the most popular books at the time in the North, expanding the influence of abolitionism in that region and increasing tension with the South.</p> <p data-bbox="824 835 1403 884">7.10: This narrative discusses the rise of nativism in response to the rise of immigration from Ireland and Germany.</p> <p data-bbox="824 919 1403 1018">7.23: These two documents in this primary source exercise, published seven years apart, show the growing divergence of the North from the South as the abolition movement grew and intensified.</p> <p data-bbox="824 1054 1398 1131">7.30: This document, based on a speech by Henry David Thoreau, shows the increasing frustration of northerners with the Fugitive Slave Act.</p> <p data-bbox="824 1167 1414 1245">7.36: This DBQ activity has students evaluate primary sources, focusing on Irish and German immigration during this time period.</p> <p data-bbox="824 1272 1195 1297"><u>Suggested Skill: Sourcing and Situation</u></p> <p data-bbox="824 1333 1403 1432">Lesson/Activity Suggestions This lesson plan from the American Social History Project features primary source documents as students explore Irish immigration in New York City.</p> <p data-bbox="824 1467 1414 1646">The College Board’s AP Classroom professional development features a module that asks students to consider the causes of the Civil War, both short term and long term. This includes weighing evidence such as the cultural divide economic differences between the two regions, among other causes. See the lesson plan in AP Classroom’s Period 5 resources for a more detailed explanation.</p>


<p>PCE 5.6 Failure of Compromise</p> <p>5</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: G HD: KC-5.2.II.B.ii, KC-5.2.II.C, KC-4.2.II.B, KC-4.2.II.C</p>	<p>7.2: The Chapter 7 overview narrative discusses the long-term compromises and their failures that led to the Civil War.</p> <p>7.4: This narrative discusses the Free Soil Party as well as the emergence of the Republican Party. It focuses on the political shifts in response to controversy over the expansion of slavery.</p> <p>7.11: This section discusses the failure of the Kansas-Nebraska Act and use of popular sovereignty to solve the issue of expanding slavery into the Kansas and Nebraska territories.</p> <p>7.12: This narrative describes the caning of Charles Sumner on the floor of Congress by southerner Preston Brooks. The incident is another turn to violence, marking the failure of Compromise and growing tensions between the regions.</p> <p>7.13: This narrative discusses the life of John Brown, including his involvement in Bleeding Kansas. It culminates in his 1859 raid at Harpers Ferry, Virginia where his goal was to incite a riot among enslaved people in the South. The incident marks a further breakdown of compromise in the run up to the Civil War.</p> <p>7.14: The narrative describing the Election of 1860 includes events of the 1850s that increased tensions in the run up to war such as the Dred Scott decision.</p> <p>7.26: This primary source activity asks students to evaluate the text of the Fugitive Slave Act, which was a part of the Compromise of 1850 and whose enforcement caused further tension among northerners.</p> <p>7.33: This primary source activity asks students to evaluate transcripts from the Lincoln-Douglas debates of 1858. As the two candidates articulate their positions on slavery, they cite several major events of the time including the Dred Scott decision.</p> <p>7.37: This document-based lesson plan asks students to analyze several sources relating to the Dred Scott decision.</p> <p>7.38: This document-based lesson plan asks students to evaluate the legacy of John Brown, notorious abolitionist who used violent tactics that further stoked sectional tensions.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestion The College Board provides professional development modules in AP Classroom. One of the featured lesson plans asks students to consider the long term and short term causes of the Civil War by analyzing evidence and comparing their findings to the interpretations of professional historians. See AP Classroom for a more detailed lesson plan.</p> <p>Columbia University's online free EdX program features a course by Eric Foner on the Civil War. The section titled The</p>
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	<p>Civil War and Reconstruction- 1850-1861: A House Divided features supplemental materials such as primary sources for both you and your students.</p>
<p>PCE 5.7 Election of 1860 and Secession 4</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: H HD: KC-5.2.II.D</p>	<p>7.2: The overview of Chapter 7 discusses the election of 1860 and its consequences.</p> <p>7.14: This narrative discusses the issues leading up to the Election of 1860 including the Dred Scott decision, Lincoln's political background, and the Lincoln-Douglas debates. It also discusses the consequences of the election.</p> <p>7.34: This primary source activity features South Carolina's declaration of secession after the Election of 1860.</p> <p>7.39: This document-based activity asks students to consider several documents that surround the Election of 1860 and its consequences.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Sample Instructional Activity from the CED: Debate <i>This topic takes students chronologically up to the breakdown of the Union in 1860–1861. Thinking back over the previous units and topics in this unit, have students debate at what point in time, or by which event, was the Civil War inevitable. Ask students to use evidence and reasoning to support their claims.</i></p> <p>Lesson/Activity Suggestion This lesson plan from the Gilder Lehrman Institute discusses Lincoln's views on slavery via analysis of primary sources taken from his writings and speeches before the Election of 1860 and during the war with the Gettysburg Address.</p>
<p>WOR 5.6 Military Conflict in the Civil War 5</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.</i></p> <p>LO: I HD: KC-5.3.I.A, KC-5.3.I.D</p>	<p>8.2: The introductory essay for Chapter 8 provides an overview of the military conflict in the Civil War.</p> <p>8.3: This narrative describes the first conflict of the Civil War, the bombardment of Fort Sumter in South Carolina.</p> <p>8.4: This narrative explains the broader context of the bloodiest battle of the war at Antietam.</p> <p>8.5: This narrative discusses two decision battles in 1863, the battles of Gettysburg and Vicksburg.</p> <p>8.11: This narrative discusses Robert Gould Shaw, the leader of an all-Black regiment in the Civil War.</p> <p>8.14: This Decision Points article discusses Lincoln's Emancipation Proclamation and the role that it played midway through the Civil War.</p> <p>8.15: This Decision Points article discusses the surrender of</p>

	<p>Lee at Appomattox Courthouse to end the war.</p> <p>8.20: This primary source activity asks students to analyze a map of the Anaconda Plan and to explain its context during the Civil War.</p> <p>8.23: This primary source activity asks students to analyze the photographs of Mathew Brady, a pioneer of photography who documented the casualties of the Civil War for Americans to see.</p> <p>8.24: This primary source activity has students examine photos and visuals of Sherman's "March to the Sea" to see the destruction of the war.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Sample Instructional Activity from the CED: Discussion Groups <i>Assign students to groups to discuss the learning objective for this topic, Explain the various factors that contributed to the Union victory in the Civil War, with the view to help them gain new understanding by hearing the views of their classmates. After discussion, ask groups to present their conclusions on the factors and whether or not their groups reached a consensus.</i></p> <p>Lesson/Activity Suggestions This lesson series from EdSitement titled "A Terrible Swift Sword" features three lesson plans about the fighting of the war. It also provides links to several interactive websites that allow students to explore statistics and key battles of the conflict.</p>
<p> 5.9 Government Policies During the Civil War</p> <p>Thematic Focus:American and National Identity NAT <i>The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.</i></p> <p>LO: J HD: KC-5.3.I.B, KC-5.3.I.C</p>	<p>8.2: The section titled "Homefront Politics in the North and South" discusses policies During the Civil War.</p> <p>8.6: This narrative discusses the draft riots in New York City. It also discusses political divisions during the war, including Copperheads, Democrats that did not secede.</p> <p>8.14: This decision points article discusses Lincoln's decision to issue the Emancipation Proclamation, one of his most prominent wartime policies.</p> <p>8.18: This Point-Counterpoint article features two perspectives on the wartime domestic policies of Abraham Lincoln and the extent to which he exceeded executive power.</p> <p>8.22: This primary source activity asks students to analyze the text of the Homestead Act, a policy that encouraged westward expansion in the late 19th century and was championed by a Republican-dominated wartime congress.</p> <p>8.30: This document-based activity asks students to evaluate the wartime speeches and policies of Abraham Lincoln during the Civil War.</p>




	<p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Lesson/Activity Suggestions This lesson plan from EdSitement has students analyze the words of Abraham Lincoln's wartime speeches.</p>
<p>PCE 5.10 Reconstruction</p> <p>3</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: K HD: KC-5.3.II.ii, KC-5.3.II.A, KC-5.3.II.B, KC-5.3.II.C</p>	<p>8.2: There are four sections in the latter part of the article that discuss Reconstruction, from planning through to its end in the Compromise of 1877.</p> <p>8.8: This narrative discusses women during the Civil War and the impact that their roles played on their status after the war.</p> <p>8.12: This narrative discusses the establishment of the Freedmen's Bureau and the implementation of many Reconstruction social policies.</p> <p>8.16: This Decision Points article discusses the political context around Andrew Johnson's impeachment, including his attempts to slow down the Reconstruction policies of the Radical Republicans.</p> <p>8.19: This Point-Counterpoint article evaluates the extent to which Reconstruction policies were successful in establishing rights for African Americans after the Civil War.</p> <p>8.25: This primary source analysis activity asks students to evaluate a political cartoon, written from the perspective of the Radical Republicans, who critiqued Lincoln's Reconstruction plan for not going far enough in its punishment of the Southern states.</p> <p>8.26: This primary source analysis activity offers two perspectives on the Freedman's Bureau, one supportive and one critical.</p> <p>8.27: Johnson's veto of the Civil Rights Act of 1866 resulted in his impeachment by congress as retribution for slowing down Reconstruction policies.</p> <p>8.28: This primary source analysis activity features two cartoons by Thomas Nast. Here, he provides insight into Reconstruction.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Sample Instructional Activity from the CED: Look for a Pattern <i>This activity bridges Topics 5.10 and 5.11. Present students with a series of data in various forms relevant to these topics: population by state, registered voters by state, political representation, land and type of ownership, and any other data relevant to Reconstruction. Have students compare the data presented, identify trends, and draw conclusions about how and why Reconstruction resulted in change and continuity regionally and nationally for African Americans.</i></p>

	<p>Lesson/Activity Suggestions This activity from the College Board titled "Voting Rights Since the Fifteenth Amendment" is a partnership with the National Constitution Center.</p> <p>EdSiteмент's lesson plan titled "The Battle Over Reconstruction" includes primary sources and interactive websites as students evaluate the effectiveness of Reconstruction policies.</p>
<p> 5.11 Failure of Reconstruction</p> <p>Thematic Focus: American and National Identity NAT <i>The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.</i></p> <p>LO: L HD: KC-5.3.II.D, KC-5.3.II.E</p>	<p>8.2: The introductory narrative of Chapter 8 gives an overview of Reconstruction as well as its consequences in the South.</p> <p>8.13: This narrative discusses the rise of the Ku Klux Klan in the South in response to the Reconstruction policies that worked to enfranchise Freedmen after the war.</p> <p>8.17: This Point-Counterpoint article presents two arguments over the extent to which the Civil War was fought over slavery. This question is important to considering the failure of Reconstruction.</p> <p>8.19: This Point-Counterpoint article discusses the extent to which Reconstruction was successful in providing rights for formerly enslaved people after the Civil War.</p> <p>8.28: This primary source activity features two Thomas Nast cartoons that provide commentary on Reconstruction and the extent to which it was successful.</p> <p>8.29: This primary source activity asks students to read several documents on the development of Black Codes in the wake of the Civil War. This includes the text of laws as well as of Reconstruction policies.</p> <p>8.32: This lesson plan uses several of the resources of this chapter to discuss civics topics in relation to the Civil War and Reconstruction.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Sample Instructional Activity from the CED: Look for a Pattern <i>This activity bridges Topics 5.10 and 5.11. Present students with a series of data in various forms relevant to these topics: population by state, registered voters by state, political representation, land and type of ownership, and any other data relevant to Reconstruction. Have students compare the data presented, identify trends, and draw conclusions about how and why Reconstruction resulted in change and continuity regionally and nationally for African Americans.</i></p> <p>Lesson/Activity Suggestions The College Board provides lesson plan support as a part of AP Classroom. The Period 5 module features a lesson plan that asks students to evaluate the success of Reconstruction from the perspective of four points of view: Reconstruction presidents, Freedmen, Radical</p>



	Republicans, and Redeemer governments.
 <p>5.12 Comparison in Period 5</p> <p>LO: M KC: KC-5.1.I, KC-5.1.II, KC-5.2.I, KC-5.2.II, KC-5.3.I, KC-5.3.II.i</p>	<p>7.2: The Chapter 7 overview narrative helps introduce and review topics over the course of Period 5.</p> <p>7.10: This section discusses immigration during the early to mid-19th century and the nativism that rose in response.</p> <p>8.2: The Chapter 8 overview chapter introduces and reviews topics in the later part of Period 5.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestion Period 5 has several opportunities to have students practice argumentation. Ask students to build arguments individually that assess the success of compromises before the Civil War, the impact of the Mexican-American War on the United States, or the extent to which Reconstruction was a success from multiple perspectives. You can check for student understanding either by having a whole class discussion or by collecting student writing samples.</p>



Unit 6: Period 6: 1865–1898



10-17% AP Exam Weighting, ~18 Class Periods

Unit 6 Topics	Suggested OpenStax Sections/Pages
<p> 6.1 Contextualizing Period 6</p> <p>LO: A KC: KC-6.1.I, KC-6.1.II, KC-6.1.III, KC-6.2.I, KC-6.2.II, KC-6.3.I, KC-6.3.II</p>	<p>9.2: The introductory essay for Chapter 9 provides an overview of major topics in Period 6.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion Begin the unit of study by showing students images such as the cover of a Sears Catalog (recommended: Fall 1909). Use an analysis protocol such as “See, Think, Wonder” so that students thoroughly view the image. Then help them connect the image to the big changes in the time period that connect to the catalog cover. (You can also purchase sample copies of the catalogs so that students can see the material impact of mass production.)</p>
<p> 6.2 Westward Expansion: Economic Development</p> <p>Thematic Focus: Migration and Settlement  <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: B HD: KC-6.1.III.A, KC-6.1.III.B, KC-6.1.I.A, KC-6.2.II</p>	<p>8.22: This section discusses the Homestead Act, passed during the Civil War. It encouraged westward expansion and economic development of the west.</p> <p>9.2: The introductory essay to this chapter features a section titled “The West” which explains the economic drive of expanding west.</p> <p>9.3: This narrative discusses the construction of the Transcontinental Railroad and its role in economically developing the western territories.</p> <p>9.8: This section discusses cattle ranching, a major economic endeavor in the western territories and states.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Sample Instructional Activity from the CED: Think-Pair-Share <i>Topics 6.2 and 6.3 share the same learning objective, Explain the causes and effects of the settlement of the West from 1877 to 1898. Give students practice with the reasoning process of causation by having them use think-pair-share to come up with these causes and effects and then grouping them into like categories, such as transportation or technology.</i></p> <p>Lesson/Activity Suggestion Assign students to groups that will each brainstorm or research information about six major themes in westward expansion: conflicts with Native Americans, Immigration/nativism, economic opportunity, migration and movement, women, and agriculture. Make sure that students are covering key information from the time period. Have students share out their findings with the whole class. Reassign students to jigsaw groups, where each group has a member that studied every different topic. Have students then participate in a gallery walk of primary sources. Each station should represent a different topic. The student that studied that topic should teach it out to their group before rotating to the next station.</p>


<p>MIG 6.3 Westward Expansion: Social and Cultural Development</p> <p>Thematic Focus: Migration and Settlement</p> <p>MIG <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: B HD: KC-6.2.II.B, KC-6.2.II.C, KC-6.2.II.D, KC-6.2.II.E</p>	<p>9.2: The section titled “The West” discusses the expansion of the U.S. into these territories and the conflicts and consequences of that expansion.</p> <p>9.5: This narrative dives deeper into one of the largest conflicts between the U.S. and Native American tribes as their land faced encroachment during this time period.</p> <p>9.8: This narrative discusses ranching and cattle drives as well as the diverse cultural influences on cowboy culture.</p> <p>9.15: This Decision Points article discusses Chinese immigration and the Chinese Exclusion Act that was passed in response to growing nativism.</p> <p>9.18: This Point-Counterpoint article discusses the “Frontier Thesis” by Frederick Jackson Turner, including the extent to which Turner’s vision of American identity on the frontier was exclusionary of many of the groups that actually inhabited it.</p> <p>9.20: This primary source activity asks students to analyze the text of the Dawes Act, passed as an attempt to assimilate Native American tribes on the frontier into American society.</p> <p>9.21: This primary source activity features images of Native American children at the Carlisle Indian School, showing the impact of U.S. policies on Native Americans and forced assimilation.</p> <p>9.25: This primary source activity contains an excerpt from Turner’s “Frontier Thesis,” postulating the impact of the frontier on American society and identity.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Sample Instructional Activity from the CED: Think-Pair-Share <i>Topics 6.2 and 6.3 share the same learning objective, Explain the causes and effects of the settlement of the West from 1877 to 1898. Give students practice with the reasoning process of causation by having them use think-pair-share to come up with these causes and effects and then grouping them into like categories, such as transportation or technology.</i></p> <p>Lesson/Activity Suggestion Assign students to groups that will each brainstorm or research information about six major themes in westward expansion: conflicts with Native Americans, Immigration/nativism, economic opportunity, migration and movement, women, and agriculture. Make sure that students are covering key information from the time period. Have students share out their findings with the whole class. Reassign students to jigsaw groups, where each group has a member that studied every different topic. Have students then participate in a gallery walk of primary sources. Each station should represent a different topic. The student that studied that topic should teach it out to their group before rotating to the next station.</p>
<p>NAT 6.4 The “New South”</p> <p>Thematic Focus: American and National Identity</p> <p>NAT <i>The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national</i></p>	<p>9.2: The introductory essay to this chapter features a section titled “African Americans” which discusses changes in the South for formerly enslaved people. It also features a supplementary video about African Americans in the Gilded Age.</p> <p>9.9: This narrative describes Ida B. Wells-Barnett’s work as a journalist and her efforts to bring attention to lynching in the South.</p>

<p><i>identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.</i></p> <p>LO: C HD: KC-6.1.II.D, KC-6.3.II.C</p>	<p>9.14: This narrative discusses the Plessy v. Ferguson court case and its impact on the 13th, 14th, and 15th amendments as well segregation in the South.</p> <p>9.24: This primary source activity contains an excerpt of Ida B. Wells-Barnett's "Lynch Law," her investigation of lynching in the South.</p> <p>9.26: This primary source activity asks students to analyze the text of Booker T. Washington's famous speech in Atlanta.</p> <p>9.33: This lesson plan evaluates the different perspectives between Booker T. Washington and W.E.B. DuBois.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Sample Instructional Activity from the CED: Close Reading <i>Regional identities are a challenging topic for students in this course. Ask students to read excerpts from Henry Grady speeches, such as his address to the Bay State Club of Boston in 1889, and have them highlight relevant words and passages that support the author's claim. Ask students how the address tackles economic and social issues related to the "New South."</i></p> <p>Lesson/Activity Suggestion This lesson plan from the Stanford History Education Group has suggestions for teaching about Booker T. Washington and W.E.B. DuBois.</p>
<p> 6.5 Technological Innovation</p> <p>Thematic Focus: Work, Exchange, and Technology WXT <i>The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.</i></p> <p>LO: D HD: KC-6.1.I.B.i</p>	<p>9.2: Technological advancement is discussed in the sections titled "The West" and "Rise of Big Business."</p> <p>9.7: This section about Andrew Carnegie discusses the technological innovations that brought the rise of the steel industry.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestion The College Board has a Special Focus resource on Urbanization. The lesson plan "Advertising in the Gilded Age, 1880-1920" helps students understand the impact of technological change by looking at advertising from the period.</p>
<p> 6.6 The Rise of Industrial Capitalism</p> <p>Thematic Focus: Work, Exchange, and Technology WXT <i>The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.</i></p> <p>LO: E HD: KC-6.1.I, KC-6.1.I.B.ii, KC-6.1.I.D, KC-6.1.I.E.i</p>	<p>9.2: The section titled "Big Business" discusses the rise of industry in the United States at the time.</p> <p>9.7: This narrative tells the story of Andrew Carnegie's rise to power during this era of industrialization.</p> <p>9.13: This narrative tells the story of the Homestead Strike, a major labor conflict at Andrew Carnegie's steel factory in Pennsylvania.</p> <p>9.16: This Point-Counterpoint article weighs whether or not the big businessmen of the Gilded Age were good or bad for the United States.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion Students can do a deep document analysis of Andrew Carnegie's "Wealth Compared to Terrance Powderly's 30 Years of Labor." Help build students document analysis skills by focusing on how the</p>

	<p>context and the author's backgrounds influence the messages of their writing. Then have students analyze labor statistics such as hours worked and pay versus the change in cost of living. Discuss with students which data sets best explain the time period to help them build a complex understanding of the changes of the Gilded Age.</p>
<p> 6.7 Labor in the Gilded Age</p> <p>Thematic Focus: Work, Exchange, and Technology WXT <i>The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.</i></p> <p>LO: E HD: KC-6.1.I.C, KC- 6.1.II.C, KC-6.1.II.B.i</p>	<p>9.2: The introductory essay features a section titled "Workers and Unions," which discusses the impact of industrialization on workers and how they fought for better protections.</p> <p>9.13: This section discusses one of the largest labor uprisings of the time period, the Homestead Strike at Carnegie's Homestead Steel plant.</p> <p>9.16: This Point-Counterpoint activity weighs two different perspectives on the entrepreneurs of the Gilded Age.</p> <p>9.23: This primary source activity features an excerpt from Edward Bellamy's <i>Looking Backward</i>, which critiques capitalism as it developed in the late 19th century for its abuses of labor and the wealth gap.</p> <p>9.32: This lesson plan asks students to analyze documents from the "Populist Party and Socialist Party," note their demands for change, and consider what types of Americans would have joined either group.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestion Students can do a deep document analysis of Andrew Carnegie's "Wealth Compared to Terrance Powderly's 30 Years of Labor." Help build students document analysis skills by focusing on how the context and the author's backgrounds influence the messages of their writing. Then have students analyze labor statistics such as hours worked and pay versus the change in cost of living. Discuss with students which data sets best explain the time period to help them build a complex understanding of the changes of the Gilded Age.</p>
<p> 6.8 Immigration and Migration in the Gilded Age</p> <p>Thematic Focus: Migration and Settlement MIG <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: F HD: KC-6.1.II.B.ii, KC-6.2.I.A, KC- 6.2.I.B</p>	<p>9.2: The introductory essay discusses immigration and migration in a section titled "immigration."</p> <p>9.6: This narrative describing the rise of William "Boss" Tweed includes information on the rise of ethnic enclaves in cities, tenement buildings, and the role that immigrants play in political machines.</p> <p>9.19: This cartoon analysis primary source activity asks students to analyze the cartoons of Thomas Nast featuring William "Boss" Tweed.</p> <p>9.27: This cartoon analysis features two cartoons with different arguments about immigration in the Gilded Age.</p> <p>9.30: This lesson plan has students examine the causes and effects of immigration in the Gilded Age by looking at primary sources.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Sample Instructional Activity from the CED: Create Representations <i>Ask students to collect information on the "new" immigrants of the late 19th</i></p>



	<p><i>century. They might research numbers of immigrants, countries of origin, demographics, and settlement locations in the U.S. Ask them to create an infographic for one of the “new” immigrant groups from this time period using widely available free internet resources. Have students share their infographics with the whole group and discuss the factors that affected migration patterns over time.</i></p> <p>Lesson/Activity Suggestion The College Board has a Special Focus curriculum unit titled “Urbanization.” One of the lessons is titled “Nineteenth Century Politics: Four Class Strategies.” The strategies focus on the politics of New York City, where the Tammany Hall Machine relied on the votes of immigrants to stay in power.</p>
<p> 6.9 Responses to Immigration in the Gilded Age</p> <p>Thematic Focus: Migration and Settlement MIG <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: G HD: KC-2.I.C, KC-6.3.I.A, KC-6.3.II.B.i</p>	<p>9.2: The introductory essay to Chapter 9 discusses responses to immigration in the section titled “Immigration.” This includes explaining Social Darwinism’s impact on policy and attitudes towards immigrants.</p> <p>9.6: This narrative briefly discusses the role that immigrants played in political machines.</p> <p>9.11: This narrative discusses the work of Jane Addams, pioneering social reformer whose Hull House focused on assisting immigrants.</p> <p>9.15: This Decision Points article covers the Chinese Exclusion Act, a nativist response to the influx of Chinese immigration in the mid 19th century.</p> <p>9.17: This Point-Counterpoint narrative provides additional information about the role that political machines played in helping new immigrants in cities.</p> <p>9.27: This primary source analysis activity features two different perspectives on immigration, one supportive and one from a nativist perspective.</p> <p>9.30: This lesson plan about immigration and industry asks students to examine push and pull factors for immigrants to the United States in the Gilded Age.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestion The College Board has a Special Focus curriculum unit titled “Urbanization.” One of the lessons is titled “Nineteenth Century Politics: Four Class Strategies.” The strategies focus on the politics of New York City, where the Tammany Hall Machine relied on the votes of immigrants to stay in power.</p>
<p> 6.10 Development of the Middle Class</p> <p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: H HD: KC-6.2.I.E, KC-6.3.I.B</p>	<p>9.2: The section titled “Growth of the Cities” discusses the growth of the middle class during the time period as well as related topics such as leisure time.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestions The College Board has a Special Focus curriculum unit titled “Urbanization.” The lesson plan “Advertising in the Gilded Age” asks students to analyze advertisements from the period critically, looking at what they show in regards to social class, gender expectations, and other norms of the time period.</p> <p>The Edsitement lesson plan titled “Having Fun: Leisure and Entertainment at the</p>

	<p>Turn of the 20th Century” asks students to analyze photographs of new leisure time activities that emerged in the late 19th century.</p>
<p>SOC 6.11 Reform in the Gilded Age 2</p> <p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: I HD: KC-6.3.I.C, KC-6.3.II.B.ii</p>	<p>9.2: The section titled “The Growth of Cities” touches on several Gilded Age-era reformers such as Jacob Riis.</p> <p>9.9: This narrative discusses the work of anti-lynching reformer Ida B. Wells-Barnett.</p> <p>9.11: This narrative discusses the social work of Jane Addams.</p> <p>9.33: This lesson plan helps students understand the differing perspectives of Booker T. Washington and W.E.B. DuBois.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Lesson/Activity Suggestion The College Board features professional development modules within AP Classroom. The Focus on Teaching Module for Period 7 features a reformer speed dating lesson idea that asks students to compare reformers from the Gilded Age to those of the Progressive Era.</p>
<p>PCE 6.12 Controversies over the Role of Government in the Gilded Age 4</p> <p>Government in the Gilded Age Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: J HD: KC-6.1.II.A, KC-6.1.I.E.ii</p>	<p>9.2: The section titled “Politics” provides a brief overview of political changes in the Gilded Age.</p> <p>9.10: This narrative over the annexation of Hawaii discusses the political and economic reasons for annexing territories outside of the United States.</p> <p>9.16: This Point-Counterpoint narrative over the legacy of the entrepreneurs of the Gilded Age discusses the extent to which government regulation was necessary in the time period.</p> <p>9.29: This lesson plan asks students to work with primary sources to determine why the United States annexed Hawaii.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion Have students practice evaluating continuity and change over time within political parties in the 19th century. Ask students to create a graphic organizer showing both continuities and changes between the beliefs of the two major political parties from 1854-1900. Once students have filled in their organizer, have them use their evidence to create a thesis statement that evaluates the extent to which the political parties changed beliefs from 1854-1900. This question can be narrowed to only focus on the views of political parties on the role of the federal government.</p>
<p>PCE 6.13 Politics in the Gilded Age 3</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p>	<p>9.2: The section titled “Politics” discusses the rise of the Populist party.</p> <p>9.6: This section discusses the rise of political machines and urban politics.</p> <p>9.12: This narrative discusses the rise and fall of the Populist Party.</p> <p>9.17: This Point-Counterpoint article features two different perspectives on urban</p>



<p>LO: K HD: KC-6.1.III.C, KC-6.3.II.A, KC-6.2.I.D</p>	<p>political machines.</p> <p>9.19: This primary source activity introduces students to the role that cartoonist Thomas Nast played in bringing political machine head William “Boss” Tweed to justice.</p> <p>9.22: This primary source activity shows the political ideology of Democratic president Grover Cleveland and can be used to explain the political parties of the Gilded Age.</p> <p>9.28: This primary source activity asks students to analyze William Jennings Bryan’s “Cross of Gold” speech, which brings the issue of the free coinage of silver into the presidential race of 1896.</p> <p>9.32: This lesson plan asks students to compare primary sources from both the Populist Party and socialists so that they can compare the two political movements that rose in response to mass industrialization.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Sample Instructional Activity from the CED: Debriefing <i>This topic contains several complex economic and political issues, such as tariffs and currency and government regulation, that teachers can lead students through a debrief on to ensure understanding of these issues, individually and collectively, in relation to the time period.</i></p> <p>Lesson/Activity Suggestion Help students to familiarize themselves with both third parties and the issues that they rose in response to by having them analyze important primary source documents. This includes the Omaha Platform and William Jennings Bryan’s “Cross of Gold” speech (9.28) to help them contextualize these documents in the political struggles of the time.</p>
<p> 6.14 Continuity and Change in Period 6</p> <p>LO: L KC: KC-6.1.I, KC-6.1.II, KC-6.1.III, KC-6.2.I, KC-6.2.II, KC-6.3.I, KC-6.3.II</p>	<p>9.2: Have students review the major concepts of Period 6 with the introductory essay, which provides an overview of the major concepts.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestion The College Board’s AP U.S. History Course Outline recommends the reading “Race and Citizenship.”</p> <p>Students can practice organizing their thoughts to track continuities and change by creating a graphic organizer where they list continuities and changes by course theme.</p>



Unit 7: Period 7: 1890–1945




10-17% AP Exam Weighting, ~21 Class Periods

Unit 7 Topics	Suggested OpenStax Sections/Pages
 <p>7.1 Contextualizing Period 7</p> <p>LO: A KC: KC-7.1.I, KC-7.1.II, KC-7.1.III, KC-7.2.I, KC-7.2.II, KC-7.3.I, KC-7.3.II, KC-7.3.III</p>	<p>10.2: This overview covers the Progressive Era and World War I.</p> <p>11.2: This overview explains topics from the 1920s into the Great Depression.</p> <p>12.2: This overview covers The New Deal, foreign policy, and World War II.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion Ask students to read primary sources discussing the United States' role in the world at the beginning of the period and at the end of the period. Students can compare the characterization of the vision of the United States in 1898 versus at the end of World War II to see how that vision changed.</p>
 <p>7.2 Imperialism: Debates</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.</i></p> <p>LO: B HD: KC-7.3.I.A, KC-7.3.I.B</p>	<p>10.2: The section titled "Roosevelt and the World" discusses the context for expansion in the early 20th century and includes arguments for and against imperialism.</p> <p>10.5: This narrative discusses the background for U.S. involvement in the Spanish-American War as well as Theodore Roosevelt's participation in the war.</p> <p>10.8: This narrative discusses the construction of the Panama Canal and how the types of diplomacy the United States used in order to build the canal.</p> <p>10.11: This narrative discusses the Spanish-American War in the Pacific and the resulting Philippine-American conflict, which brought about an anti-Imperialist response.</p> <p>10.18: This primary source activity asks students to analyze competing perspectives on U.S. expansion and involvement in countries outside of its borders.</p> <p>10.19: This primary source activity asks students to analyze an anti-imperialist cartoon, showing an alternative to pro-expansionist views.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Lesson/Activity Suggestion The Edsitement lesson plan Birth of American Empire features lesson ideas and primary source documents that represent both the pro-imperialist arguments and anti-imperialist arguments, with several different perspectives.</p>



<p>WOR 7.3 The Spanish–American War 2</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.</i></p> <p>LO: C HD: KC-7.3.1.C</p>	<p>10.2: The section “Roosevelt and the World” briefly discusses some of the impact of the Spanish-American War.</p> <p>10.5: This narrative discusses the causes of U.S. involvement in the Spanish-American War as well as Theodore Roosevelt’s involvement as a soldier in the conflict.</p> <p>10.11: This narrative discusses the Spanish-American War in The Philippines. It also discusses the fallout of the Treaty of Paris in The Philippine Rebellion.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Lesson/Activity Suggestion The Edsitement lesson plan Birth of American Empire features lesson ideas and primary source documents that represent both the pro-imperialist arguments and anti-imperialist arguments, with several different perspectives. Lesson 2 in the series focuses specifically on the Spanish-American War</p>
<p>PCE 7.4 The Progressives GEO 2</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: D HD: KC-7.1.II.A, KC-7.1.II.D, KC-7.1.II.B</p> <p>Thematic Focus: Geography and the Environment GEO <i>Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.</i></p> <p>LO: E HD: KC-7.1.II.C</p>	<p>10.2: The introductory essay to this chapter has several sections that discuss Progressivism: “Progressive Reform at the State and Local Levels,” “Progressivism and National Politics,” “The Presidency of William Howard Taft,” and “The New Freedom vs. the New Nationalism.”</p> <p>10.3: This narrative helps to define the muckraking of the time period by examining the example of Ida Tarbell.</p> <p>10.4: This narrative discusses the women’s suffrage movement and the push for the 19th Amendment.</p> <p>10.6: This narrative introduces John Muir, the conservation movement and the first national parks.</p> <p>10.7: This narrative discusses the relationship of the Progressives, including the women’s suffrage movement, to the Jim Crow South, showing the limits of Progressivism.</p> <p>10.15: This narrative discusses the backlash to the Progressive movement in the Republican party during the early 20th century.</p> <p>10.17: This Point-Counterpoint article discusses the extent to which the Progressive vision of government diverged from founding principles. Students can use this to examine different historians’ perspectives on the era.</p> <p>10.20: Students will analyze an excerpt from Upton Sinclair’s <i>The Jungle</i>, a classic example of muckraking, in this primary source activity.</p> <p>10.21: This primary source activity asks students to examine photographs of child laborers by Lewis Hine, another example of progressive muckraking.</p> <p>10.22: In this primary source activity, students will analyze arguments both in favor of and against a women’s suffrage amendment.</p> <p>10.23: This primary source activity asks students to analyze Carrie Chapman Catt’s address to Congress in regards to women’s suffrage.</p> <p>10.28: This lesson plan has students examine several of the resources in this chapter to understand how the 19th Amendment came to be ratified.</p> <p>10.29: This lesson plan over Progressivism will have students analyzing primary source documents to look at the extent to which Progressive ideals relate to foundational American</p>



	<p>principles.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Lesson/Activity Suggestion The College Board features professional development modules in AP Classroom. Their Period 7 module features a lesson suggestion video that describes a Progressive Era speed dating activity. Students briefly research a Gilded Age or Progressive Era reformer, then go around the room and “meet” one another. Once they have participated in the speed date session, students analyze which reformers they would consider to be Gilded Age reformers or Progressive Era reformers and the characteristics that helped them to make that determination.</p>
 <p>7.5 World War I: Military and Diplomacy</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.</i></p> <p>LO: F HD: KC-7.3.II.A, KC-7.3.II.B, KC-7.3.II.C</p>	<p>10.2: The section titled “America and a World at War” discusses the United States’ involvement in World War I.</p> <p>10.12: This narrative discusses the United States in the run up to World War I; both attempts to remain neutral and the reason for U.S. involvement in the conflict.</p> <p>10.13: This narrative describes the United States’ participation in the fighting of World War I.</p> <p>10.16: This Decision Points article discusses the controversy over the ratification of the Treaty of Versailles in the United States.</p> <p>10.27: This primary source analysis activity asks students to evaluate Wilson’s Fourteen Points, his vision for a post-war world.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Sample Instructional Activity from the CED: Socratic Seminar <i>A Socratic seminar on World War I combines both Topics 7.5 and 7.6. Use the question How was America transformed by conflict? to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</i></p> <p>Lesson/Activity Suggestion Ask students to diagram or pre-write the question “Evaluate the causes of U.S. involvement in World War I.” Students can complete their prewriting individually and then check their thinking with table partners. The teacher can either accept a completed thesis statement based on the pre-writing or check for understanding with a whole class discussion as students debate the ultimate cause for the United States entering the war.</p>
 <p>7.6 World War I: Home Front</p> <p>Thematic Focus: Migration and Settlement MIG <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: G HD: KC-7.2.I.C.i, KC-7.2.II.A.i, KC- 7.2.II.B.i, KC-7.2.II.C</p>	<p>10.2: The section titled “The World War I Homefront” provides an overview of the homefront experience during the First World War.</p> <p>10.14: This narrative discusses the Great Migration; the first wave began to peak during World War I.</p> <p>10.25: This primary source activity asks students to examine the text of the Espionage Act.</p> <p>10.26: This primary source activity asks students to analyze the lyrics of World War I propaganda song <i>Over There</i>.</p> <p>10.30: In this lesson, students will analyze how the Espionage Act placed limitations on freedom of speech during and after World War I.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p>

	<p>Sample Instructional Activity from the CED: Socratic Seminar <i>A Socratic seminar on World War I combines both Topics 7.5 and 7.6. Use the question How was America transformed by conflict? to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</i></p> <p>Lesson/Activity Suggestion Ask students to diagram or pre-write the question “Evaluate the impact of U.S. involvement in World War I on the homefront.” Students can complete their prewriting individually and then check their thinking with table partners. The teacher can either accept a completed thesis statement based on the pre-writing or check for understanding with a whole class discussion as students debate the ultimate cause for the United States entering the war.</p>
 <p>7.7 1920s: Innovations in Communication and Technology</p> <p>Thematic Focus: Work, Exchange, and Technology WXT <i>The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.</i></p> <p>LO: H HD: KC-7.1.I.A, KC- 7.2.I.A</p>	<p>11.2: The section titled “The Consumer Economy” briefly discusses the impact of new technology in the 1920s.</p> <p>11.8: This narrative discusses the impact of the automobile on the economy and the creation of the consumer society.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestion This lesson plan from The College Board focuses on new technologies, advertisement, and the development of consumer culture.</p> <p>This follow up lesson plan from The College Board discusses the impact of the automobile on the United States.</p>
 <p>7.8 1920s: Cultural and Political Controversies</p> <p>Controversies Thematic Focus: Migration and Settlement MIG <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: G HD: KC-7.1.I.B, KC-7.2.II.A.ii</p> <p>Thematic Focus: American and Regional Culture ARC <i>Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.</i></p> <p>LO: I HD: KC-7.2.I.B, KC-7.2.I.D</p>	<p>11.2: Starting with the section titled “Sociocultural Conflict and Debate Over Modernization,” there are several sections that provide an overview and context of various cultural and political conflicts in the 1920s.</p> <p>11.3: This narrative describes the post- World War I Red Scare and the resulting restrictions on civil liberties.</p> <p>11.4: This narrative discusses the race riots of 1919, providing context for continuing tensions into the 1920s.</p> <p>11.7: This narrative article describes the rise of the Ku Klux Klan in the 1919s and their key differences between their earlier rise during Reconstruction.</p> <p>11.10: This narrative describes a key incident in the battle between modernism and fundamentalism: The Scopes Monkey Trial.</p> <p>11.14: This Point-Counterpoint article features two historian’s perspectives on the extent to which Prohibition in the 1920s was successful.</p> <p>11.16: This primary source activity asks students to evaluate a cartoon that comments on the role of women in the 1920s.</p> <p>11.17: This primary source activity asks students to evaluate “The Case Against the Reds,” a key document in the First Red Scare.</p> <p>11.18: This primary source activity asks students to evaluate the writing of Marcus Garvey, helping to discuss the movement for African American rights in the 1920s.</p> <p>11.20: This primary source activity asks students to evaluate Alice Paul’s argument for the Equal</p>

	<p>Rights Amendment.</p> <p>11.21: This primary source activity helps students understand the rising nativism in the 1920s and the context for the National Origins Act of 1924.</p> <p>11.22: This primary source activity asks students to read the work of Langston Hughes to get a sense of the Harlem Renaissance.</p> <p>11.23: This primary source activity features lyrics to jazz songs of the 1920s.</p> <p>11.24: In this lesson, students will analyze documents related to the writings of the Lost Generation.</p> <p>11.25: This lesson plan asks students to compare the Ku Klux Klan of the Reconstruction era to that of the 1920s.</p> <p>11.26: This lesson plan asks students to analyze the lyrics of Blues musicians to connect the themes to the Great Migration.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion The College Board provides professional development modules as a part of AP Classroom. The Period 7 module features lesson suggestions for the 1920s that include recommendations that students break down chapters from Frederick Lewis Allen’s <i>Only Yesterday</i> to better understand the changes of the 1920s. See AP classroom for more detailed lessons.</p>
<p> 7.9 The Great Depression</p> <p>Thematic Focus: Work, Exchange, and Technology  <i>The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.</i></p> <p>LO: J HD: KC-7.1.I, KC- 7.1.I.C, KC-7.1.III</p>	<p>11.2: The section titled “Postwar Politics” describes the political decision making of the 1920s that led to the Great Depression.</p> <p>11.12: This narrative describes the reasoning for the stock market crash of 1929 and its immediate aftermath.</p> <p>11.13: This Decision Points narrative explains the story of the Bonus Army incident of 1932.</p> <p>11.15: This Point-Counterpoint article features historians’ perspectives evaluating the extent to which Herbert Hoover and his response to the Great Depression would be considered an activist president.</p> <p>12.3: This narrative discusses the Dust Bowl, including its causes and the impact that it had on the Great Depression.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestion Ask students to evaluate primary source documents that help them to better understand Americans’ responses to the Great Depression. This could include watching footage of the Bonus Army being cleared out of Washington D.C., listening to and reading the lyrics of “Brother Can You Spare a Dime”, or excerpts from <i>The Unemployed Man and His Family</i> by Mirra Komarovsky. Read the sources as a class so that students can see the extent to which the Depression impacted American life for different social classes, races, and genders.</p>
<p> 7.10 The New Deal</p>	<p>12.2: The sections “From Hoover to Roosevelt” and “The New Deal and the Hundred Days” both discuss the New Deal and its policies.</p>



<p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: K HD: KC-7.1.III.A, KC-7.1.III.B, KC-7.1.III.C, KC-7.2.II.B.ii</p>	<p>12.4: This narrative discusses several New Deal policies as well as the “sick chicken” case and the opposition of the Supreme Court.</p> <p>12.5: This narrative discusses several of the criticisms of the New Deal, from both the left side of the political spectrum and the right.</p> <p>12.6: This narrative discusses labor’s response to the Great Depression and also Roosevelt’s approach in the New Deal.</p> <p>12.7: This narrative discusses Roosevelt’s Court Packing Plan.</p> <p>12.8: This narrative discusses the role of the first lady, Eleanor Roosevelt, in the New Deal and her promotion of civil rights.</p> <p>12.16: This Point-Counterpoint article provides two historians’ perspectives on whether or not the New Deal ended the Great Depression.</p> <p>12.17: This primary source activity asks students to analyze the text of Roosevelt’s First Inaugural Address.</p> <p>12.18: This primary source activity asks students to analyze art associated with the WPA.</p> <p>12.19: This primary source activity asks students to analyze the perspectives of two critics of The New Deal.</p> <p>12.21: This primary source activity shows the perspective of labor during the Depression.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Sample Instructional Activity from the CED: Jigsaw <i>This strategy can be used to facilitate understanding of the various objectives and accomplishments of the New Deal. Have students read and analyze primary and secondary sources related to the relief, recovery, and reform efforts of the New Deal.</i></p> <p>Lesson/Activity Suggestion The 2003 AP U.S. History DBQ focuses on the New Deal, the extent to which it was successful, and arguments in favor of and against it. Have students divided into small groups and space the documents around the room for a gallery walk. Students should spend 3-5 minutes at each station, looking at the document, its point of view or historical situation, and what it says about the success of the New Deal. To assess, ask students to create a thesis statement or use their work to construct a full essay.</p>
<p>WOR 7.11 Interwar Foreign Policy</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.</i></p> <p>LO: B HD: KC-7.3.II.D, KC-7.3.II.E</p>	<p>11.2: “The Treaty of Versailles” section discusses the beginning of the American retreat into isolationism after WWI.</p> <p>11.6: This section describes U.S. foreign policy during the 1920s and alternatives to participation in the League of Nations.</p> <p>12.2: The sections “Isolationism in the 1930s” and “The Neutrality Acts” discuss the foreign policy in the run up to U.S. involvement in World War II.</p> <p>12.9: This narrative discusses foreign policy under the Roosevelt administration during the 1930s.</p> <p>12.10: This narrative describes the attack on Pearl Harbor and the U.S. declaration of war.</p> <p>12.22: This primary source analysis activity asks students to analyze the text of the Atlantic</p>



	<p>Charter.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Lesson/Activity Suggestion The College Board provides teaching modules as a part of the AP Classroom. One of the lesson suggestions asks students to examine foreign policy from 1890-1945, looking for continuities and changes in policy. The students are each assigned a foreign policy event to look up or review. They are then asked to consider the extent to which their event could be considered a “turning point,” testing their rationale on one another. Once they have tested their theory with a small group, students create a human timeline with the whole class to see continuities and changes over the time period.</p>
<p> 7.12 World War II: Mobilization</p> <p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: L HD: KC-7.3.III.B, KC-7.3.III.C.i, KC-7.2.II.D</p>	<p>12.2: The section titled “The United States in World War II” discusses the United States’ mobilization for the war.</p> <p>12.22: This primary source activity asks students to evaluate the text of the Atlantic Charter.</p> <p>12.24: This primary source activity asks students to analyze propaganda posters that helped mobilize the homefront.</p> <p>12.25: This primary source activity features photographs of women working in the war effort.</p> <p>12.26: This primary source activity asks students to read Franklin Roosevelt’s Second Bill of Rights.</p> <p>12.29: This primary source activity asks students to evaluate photographs of the Holocaust.</p> <p>12.33: This lesson plan examines the role that American values played in foreign policy.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Lesson/Activity Suggestion Use primary sources to create a stations activity for students. Have students rotate through stations that feature the experiences of different types of Americans during the war. Have students use what they learn to evaluate the extent to which the war effort created a sense of national unity during the war.</p>
<p> 7.13 World War II: Military</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.</i></p> <p>LO: M HD: KC-7.3.III.A, KC-7.3.III.C.ii, KC-7.3.III.D</p>	<p>12.2: The sections starting with “The United States in World War II,” the introductory article discusses the United States in World War II.</p> <p>12.12: This narrative discusses the U.S.-led invasion at D-Day.</p> <p>12.13: This narrative focuses on the United States’ in the Pacific theatre of the war.</p> <p>12.14: This narrative discusses the construction of the atomic bomb.</p> <p>12.15: This Decision Point narrative discusses the end of the war with Japan and the dropping of the atomic bombs.</p> <p>12.23: This primary source activity focuses on the struggle for civil rights on the homefront during the war.</p> <p>12.25: This series of photographs features the mobilization of women during the war effort.</p> <p>12.27: This primary source activity asks students to analyze the text of Dwight Eisenhower’s D-Day statement.</p>

	<p>12.28: This primary source activity focuses on the experience of a soldier as students will read a letter home.</p> <p>12.30: This document based question asks students to question the extent to which the U.S. was justified in using the atomic bomb.</p> <p>12.31: This primary source-based lesson asks students to evaluate documents related to Japanese internment during the war.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestion Use primary sources to create a stations activity for students. Have students rotate through stations that feature the experiences of different types of Americans during the war. Have students use what they learn to evaluate the extent to which the war effort created a sense of national unity during the war.</p>
<p> 7.14 Postwar Diplomacy</p> <p>Thematic Focus: America in the World</p> <p>WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.</i></p> <p>LO: N HD: KC-7.3.III.E</p>	<p>13.2: The chapter overview discusses foreign policy and the U.S. role in the world in the wake of World War II.</p> <p>13.3: This narrative discusses the creation of the United Nations.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Sample Instructional Activity from the CED: Discussion Groups <i>Assign students to groups to discuss the learning objective for this topic, Explain the consequences of U.S. involvement in World War II, with the view to help them gain new understanding by hearing the views of their classmates.</i></p> <p>Lesson/Activity Suggestion Have students practice argumentation by using a question such as “evaluate the impact of World War II on the U.S. role in the world.” Students can generate their evidence and create an argument that they can either submit as a quick write or test out on their table groups or as a whole class discussion.</p>
<p> 7.15 Comparison in Period 7</p> <p>LO: O KC: KC-7.1.I, KC-7.1.II, KC-7.1.III, KC-7.2.I, KC-7.2.II, KC-7.3.I, KC-7.3.II, KC-7.3.III</p>	<p>10.2: This overview covers the Progressive Era and World War I.</p> <p>11.2: This overview explains topics from the 1920s into the Great Depression.</p> <p>12.2: This overview covers The New Deal, foreign policy, and World War II.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestion The College Board provides teaching modules as a part of AP Classroom. One of the lesson suggestions asks students to examine foreign policy from 1890-1945, looking for continuities and changes in policy. The students are each assigned a foreign policy event to look up or review. They are then asked to consider the extent to which their event could be considered a “turning point,” testing their rationale on one another. Once they have tested their theory with a small group, students create a human timeline with the whole class to see continuities and changes over the time period.</p> <p>Ask students to read primary sources discussing the United States’ role in the world at the beginning of the period and at the end of the period. Students can compare the characterization of the vision of the United States in 1898 versus at the end of World War II to see how that vision changed.</p>

Unit 8: Period 8: 1945–1980


10-17% AP Exam Weighting, ~20 Class Periods

Unit 8 Topics	Suggested OpenStax Sections/Pages
<div style="display: flex; align-items: center;">  <div> <p>8.1 Contextualizing Period 8</p> </div> </div> <p>LO: A KC: KC-8.1.I, KC-8.1.II, KC-8.1.II, KC-8.2.I, KC-8.2.II, KC-8.2.III, KC-8.3.I, KC-8.3.II</p>	<p>13.2: The introductory section to Chapter 13 could be used to help preview or review concepts from immediately after World War II to into the 1950s such as the Truman and Eisenhower administrations, the early Cold War, and 1950s culture.</p> <p>14.2: The introductory section to Chapter 14 helps preview or review concepts from the 1960s such as the Kennedy and Johnson administrations, the Vietnam War, and social change including the Civil Rights Movement.</p> <p>15.2: The introductory section to Chapter 15 could be used to preview or review concepts from the late 1960s into the late 1970s. This includes the end of the Vietnam War, Nixon's election and Watergate, economic turmoil in the 1970s and the presidency of Jimmy Carter.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion To begin the period, have students participate in a gallery walk of images from across the period. Students should write down their observations of the images and what they might already know. Lead a class discussion about the nature of changes over the course of Period 8. To challenge students, implore them to also look for what they perceive to be continuities as well.</p>
<div style="display: flex; align-items: center;">  <div> <p>8.2 The Cold War from 1945 to 1980</p> </div> </div> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.</i></p> <p>LO: B HD: KC-8.1.I, KC-8.1.I.A, KC-8.1.I.B.i, KC-8.1.I.C</p>	<p>13.2: This chapter overview for Chapter 13 discusses the Cold War's emergence after the end of World War II.</p> <p>13.3: This narrative discusses the creation of the United Nations and the changing global landscape after World War II.</p> <p>13.5: This narrative discusses the division of Berlin and Germany and one of the first flare ups of the Cold War.</p> <p>13.7: This narrative explains the impact of the Cold War on the State Department and the early Red Scare.</p> <p>13.8: This narrative discusses the U.S. involvement in the Korean War, the first major conflict of the Cold War.</p> <p>13.18: In this Decision Point article, students will learn about Truman's decision to intervene in the Korean War.</p> <p>13.19: This Decision Point article discusses Truman's decision to fire General</p>


	<p>MacArthur for his role in the Korean War.</p> <p>13.22: This Point-Counterpoint article provides two different perspectives on the start of the Cold War.</p> <p>13.23: This primary source activity features a speech by Winston Churchill that shows the emerging tensions between the major superpowers.</p> <p>13.25: This primary source activity asks students to analyze the text of the Truman Doctrine, articulating the beginning of Truman’s policy towards rebuilding Europe.</p> <p>13.26: This primary source activity features a document by George Kennan, one of the architects of the U.S. response in the Cold War.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Sample Instructional Activity from the CED: Close Reading <i>This topic, at the onset of Unit 8, offers a plethora of primary source documents that introduce the student to the context of the Cold War in the post-WWII world. Ask students to read excerpts from Winston Churchill’s “Iron Curtain” speech, George Kennan’s “Long Telegram,” or George Marshall’s Harvard commencement speech and have them highlight relevant words and passages that support the author’s claim. As a whole group, discuss the changing role of the United States in the world.</i></p> <p>Lesson/Activity Suggestion Ask students to do a deep analysis of major documents of the start of the Cold War such as “Sources of Soviet Conduct” (13.26) or NSC-68. Model your analysis for students to help them contextualize and understand its audience. Then have students work in groups on different documents doing the same thing, reporting their analysis on a poster. Students can then complete a gallery walk to see the work of other students and other documents from the period.</p>
<p> 8.3 The Red Scare</p> <p>Thematic Focus: American and National Identity  <i>The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.</i></p> <p>LO: C HD: KC-8.1.II.A</p>	<p>13.2: The overview narrative for Chapter 13 discusses the context for the Red Scare.</p> <p>13.6: This narrative provides a more in depth understanding of the Red Scare and McCarthyism.</p> <p>13.7: This narrative discusses the impact of the Red Scare on the State Department and the resulting investigations.</p> <p>13.32: This document-based activity asks students to examine documents related to the Red Scare.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Lesson/Activity Suggestion Ask students to do a deep analysis of major documents of the start of the Cold War such as “Sources of Soviet Conduct” (13.26) or NSC-68. Model your analysis for students to help them contextualize and understand its audience. Then have students work in groups on different documents doing the same thing, reporting their analysis on a poster. Students can then complete a gallery walk to see the work of other students and other documents from the period.</p>

<p>WXT MIG 2</p> <p>8.4 Economy after 1945</p> <p>Thematic Focus: Work, Exchange, and Technology WXT <i>The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.</i></p> <p>LO: D HD: KC-8.3.I.A</p> <p>Thematic Focus: Migration and Settlement MIG <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: E HD: KC-8.3.I.B</p>	<p>13.2: In the introductory chapter, the section “Prosperity and the Baby Boom” features a video that explains the post-war economic changes.</p> <p>13.4: This narrative explains the G.I. Bill and its post-war economic impact.</p> <p>13.13: This narrative discusses the National Highway Act and its effects on the economy and on migration.</p> <p>13.24: This primary source activity features footage of the new Levittowns, part of the emerging middle class in the post-war era.</p> <p>13.39: This lesson plan features music to help teach about the suburbs and post war economic expansion.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Sample Instructional Activity from the CED: Look for a Pattern <i>This topic is rich with visual data that students can describe, analyze, and interpret. Ask students to examine complex graphs that address multiple data sets, such as demographic changes (baby boom), private sector growth, federal spending in different areas, technological developments, and economic indicators. Have them identify patterns and trends and come to conclusions about causes of economic growth after World War II.</i></p> <p>Lesson/Activity Suggestion Ask students to consider the question “Evaluate the economic and policy changes in the post-war United States.” Students can use evidence from the readings and other primary sources to construct their answers. Then students can submit their response as a quick write or test their argument in small groups or as a whole class discussion.</p>
<p>ARC 4</p> <p>8.5 Culture after 1945</p> <p>Thematic Focus: American and Regional Culture ARC <i>Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.</i></p> <p>LO: F HD: KC-8.3.II.A</p>	<p>13.2: The section titled “Prosperity and the Baby Boom” gives an overview of how the post-war economy impacted the culture.</p> <p>13.4: This narrative discusses the G.I. Bill and its impact on the post-war economy and suburbanization.</p> <p>13.14: This section describes the Nixon-Khrushchev debates, centering on the differences between the Soviet and American lifestyles.</p> <p>13.17: This narrative explains the post-war baby boom and its effect on cultural changes.</p> <p>13.24: In this primary source activity, students analyze videos of Levittown to see the cultural changes in post-war America.</p> <p>13.29: This primary source activity features the writing of Jack Kerouac, showing students the post-war counterculture.</p> <p>13.34: This lesson plan allows students to see multiple examples of post-war culture in the U.S., looking at sources from the chapter and resources from TeachRock.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion The College Board features teaching modules in AP Classroom. One of their lesson suggestions for Period 7 asks students</p>



	<p>to evaluate the work of American artists in the post-war era, looking at the extent to which the culture was conformist. Each student is assigned a different artist from the period, does research on the artists and selects one piece of work that they feel exemplifies the artist in the period. Students then either present to one another or participate in a gallery walk. They then use what they have learned to answer the guiding question. See AP Classroom for a more detailed lesson plan.</p>
<p>SOC 8.6 Early Steps in the Civil Rights Movement (1940s and 1950s)</p> <p>(1940s and 1950s)</p> <p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: G HD: KC-8.2.I, KC-8.2.I.B.i</p>	<p>13.2: The section titled “The Birth of the Civil Rights Movement” discusses the emergence of the movement in the 1950s.</p> <p>13.9: This narrative explains the desegregation of baseball and Jackie Robinson, the first Black player allowed in major league baseball.</p> <p>13.10: This narrative discusses the murder of Emmitt Till and the impact that his murder had on the country.</p> <p>13.11: This narrative discusses the Montgomery Bus Boycott and the emergence of Rosa Parks and Martin Luther King, Jr. as national leaders.</p> <p>13.12: This narrative discusses the impact of <i>Brown v. Board of Education</i> and the integration of schools in Little Rock.</p> <p>13.28: This primary source activity asks students to analyze the transcript of Rosa Parks’s interview given in the wake of the Montgomery Bus Boycott.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Resource Suggestion</p> <p>Supplement student understanding of <i>Brown v. Board of Education</i> by having them listen to “Miss Buchanan’s Period of Adjustment” episode of his <i>Revisionist History</i> podcast.</p> <p>For further reading, see Jeanne Theoharris’s book <i>A More Beautiful and Terrible History: The Uses and Misuses of Civil Rights History</i>.</p>
<p>WOR 8.7 America as a World Power</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.</i></p> <p>LO: H HD: KC-8.1.I.E, KC-8.1.II.C.i, KC-8.1.I.D.i</p>	<p>13.2: Beginning with the section titled “Postwar Uncertainty,” this section discusses the Cold War beyond Europe and moving into the 1950s.</p> <p>13.14: This narrative discusses the context of the Kitchen Debates and the evolution of Cold War tensions in the 1950s.</p> <p>13.16: This narrative discusses The Space Race, starting in the 1950s and continuing into the 1960s.</p> <p>13.20: This Decision Points article discusses Eisenhower and his actions in the Suez Canal Crisis.</p> <p>13.30: This primary source activity asks students to analyze the text of Eisenhower’s Farewell Address, where he delivers his famous warning of the “military-industrial complex.”</p> <p>14.6: This narrative discusses the Cuban Missile Crisis and the movement of</p>


	<p>the Cold War into Latin America.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Lesson/Activity Suggestion Ask students to do a deep analysis of major documents of the start of the Cold War such as “Sources of Soviet Conduct” (13.26) or NSC-68. Model your analysis for students to help them contextualize and understand its audience. Then have students work in groups on different documents doing the same thing, reporting their analysis on a poster. Students can then complete a gallery walk to see the work of other students and other documents from the period.</p>
 <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.</i></p> <p>LO: I HD: KC-8.1.I.B.ii, KC-8.1.I.C.ii, KC-8.1.II.C.ii</p>	<p>14.2: The sections “Foreign Policy in the Kennedy Administration” and “President Lyndon Johnson and Vietnam” both explain the expansion of the Vietnam War in the 1960s.</p> <p>14.9: This narrative gives an overview of the Vietnam War.</p> <p>14.15: This narrative explains the Tet Offensive and the reason Johnson decides not to run for reelection in 1968.</p> <p>14.23: This primary source activity asks students to analyze the text of the Tonkin Gulf Resolution.</p> <p>14.26: This primary source activity asks students to read Johnson’s “Peace without Conquest” speech, given as the Vietnam War escalated.</p> <p>14.27: This primary source activity asks students to read the transcript of an interview with a soldier in the Vietnam War describing his experience.</p> <p>14.29: This primary source activity features the text of Walter Cronkite’s commentary on the Vietnam War after visiting Vietnam himself.</p> <p>15.2: The sections titled “The Tet Offensive and the Turbulent 1968 Election” and “The Nixon Administration: Foreign Policy” explain the Vietnam War into the 1970s until its end in 1975.</p> <p>15.17: This Point-Counterpoint article provides two historian’s perspectives on the extent to which the media covered the Tet Offensive accurately.</p> <p>15.27: This document-based activity asks students to evaluate primary sources related to the Vietnam War.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Sample Instructional Activity from the CED: Guided Discussion <i>This topic offers a lot of fodder for discussion and debate in the classroom. Brainstorming and quickwrite can be used as strategies during a guided discussion to help students understand the causes and effects of the Vietnam War. What debates were settled? What debates remained or emerged as a result of the Vietnam War?</i></p> <p>Lesson/Activity Suggestion The College Board provides lesson plans as a part of AP Classroom. Their Period 8 Professional Learning module features a lesson titled “Applying Historical Context to Analyzing Photographs.” This lesson plan features suggestions for helping students understand the Vietnam</p>

	<p>War via photography.</p> <p>The College Board also provides a lesson plan titled “The Tet Offensive:1968.”</p>
<p>PCE MIG S</p> <p>8.9 The Great Society</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: J HD: KC-8.2.II.C, KC-8.2.III.A, KC-8.2.III.B.i</p> <p>Thematic Focus: Migration and Settlement MIG <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: K HD: KC-8.3.I.C</p>	<p>14.2: The section titled “The Great Society” briefly describes the Johnson-era policies.</p> <p>14.16: This Point-Counterpoint article features historian perspectives on the extent to which the Great Society was successful.</p> <p>14.28: This primary source analysis activity asks students to analyze Johnson’s “Great Society” speech.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestion Have students generate evidence to answer the question “Evaluate the impact of the Great Society legislation on the U.S. economy and society.” Students can practice by placing evidence in a graphic organizer before developing their thesis statement or argument. Once students have developed their argument, they can either check their understanding as a quick write or test their thinking by defending their argument to their table group or in a whole class discussion.</p>
<p>SOC PCE S</p> <p>8.10 The African American Civil Rights Movement (1960s)</p> <p>Movement (1960s)</p> <p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: L HD: KC-8.2.I.A, KC-8.2.I.C</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: M HD: KC-8.2.I.B.ii, KC-8.2.III.B.ii</p>	<p>14.2: The sections titled “Civil Rights” and “Civil Rights and Black Power” discuss the civil rights movement and its evolution in the 1960s.</p> <p>14.4: This narrative describes the Freedom Riders movement of the early 1960s.</p> <p>14.7: This narrative discusses the march on Birmingham.</p> <p>14.11: In this narrative, students will understand the shift of the civil rights movement to the Black Power phase.</p> <p>14.21: This primary source activity asks students to closely read Martin Luther King, Jr.’s “Letter from a Birmingham Jail.”</p> <p>14.22: In this primary source activity</p> <p>14.24: This primary source activity asks students to evaluate the text of Malcom X’s “The Ballot or the Bullet” speech.</p> <p>14.30: This lesson plan looks at the evolution of the use of civil disobedience during the Civil Rights Movement of the late 1950s through the early 1960s.</p> <p>14.32: This document-based lesson plan asks students to work with several of the primary sources featured in this chapter to give analysis on the Civil Rights Movement.</p> <p>14.33: This lesson plan developed by the L.B.J. Library asks students to</p>

	<p>analyze primary sources to learn more about the Freedom Summer.</p> <p>14.34: This lesson plan developed by the L.B.J. Library asks students to use primary sources to better understand the struggle for voting rights.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Sample Instructional Activity from the CED: Shared Inquiry</p> <p><i>Provide students with a selection of primary sources from individuals and groups involved in the civil rights movement. Divide students into groups and ask them to respond to Unit 8: Learning Objectives L and M and present their ideas to the class. Then lead a whole-group discussion comparing the responses of various groups and the actions and responses by the federal government.</i></p> <p>Lesson/Activity Suggestion To help students better understand the evolution of the Civil Rights movement from civil disobedience to Black Power, provide students with a variety of primary sources or ask to search for their own. This activity can be completed individually, in pairs, or in groups. The range of the sources should include not only speeches by Martin Luther King, Jr. but also documents from the Black Power movement, the Black Panther party, the Kerner Report, and other sources from the latter half of the 1960s. Have students create a timeline with their selected documents. As they write to explain their documents, ask them to contextualize or explain the historical situation in which each document was written. Then have students address a guiding question such as “Evaluate the extent to which the tactics of the Civil Rights Movement changed from 1954-1970.”</p>
<p> 8.11 The Civil Rights Movement Expands</p> <p>Thematic Focus: Social Structures SOC <i>Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.</i></p> <p>LO: L HD: KC-8.2.II.A, KC-8.2.II.B, KC-8.3.II.B.i</p>	<p>14.2: The section titled “The Women’s Movement” discusses the emerging Second Wave Feminist movement.</p> <p>14.5: This narrative explains Rachel Carson’s <i>Silent Spring</i> and the emergence of the environmental movement in the 1960s.</p> <p>14.8: This narrative introduces Betty Friedan and discusses the impact of her book <i>The Feminine Mystique</i>.</p> <p>14.18: This primary source activity asks students to analyze the text of Rachel Carson’s <i>Silent Spring</i>.</p> <p>14.20: This primary source activity asks students to analyze the text of Betty Friedan’s <i>The Feminine Mystique</i>.</p> <p>15.2: The section titled “Social Movements” discusses the expansion of the Civil Rights Movement to include other groups.</p> <p>15.5: This narrative discusses the invention of the birth control pill, an achievement that had a significant impact on the feminist movement.</p> <p>15.6: This narrative discusses the Equal Rights Amendment and its opposition, namely Phyllis Schlafly.</p> <p>15.7: This narrative discusses the Gay Liberation movement, beginning well before the Stonewall Riot and discussing more modern successes of the</p>

	<p>movement.</p> <p>15.10: This narrative discusses the emergence of the American Indian Movement.</p> <p>15.13: This narrative discusses the United Farmworkers, organized by Cesar Chavez and Delores Huerta and their impact on the immigrant labor movement.</p> <p>15.19: In this primary source activity, students will analyze the founding demands of the National Organization for Women.</p> <p>15.20: This primary source activity features the text of the Alcatraz Proclamation from the All Tribes occupation of Alcatraz in 1969.</p> <p>15.22: This primary source activity asks students to analyze the art in posters of the United Farm Workers movement.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestion The College Board provides special focus material titled "What is Gender History?"</p> <p>Assign students different figures from across the various movements, including the Black Civil Rights Movement. Have them compile a brief resume on their assigned reformer, focusing on background, major accomplishments, and philosophy or strategies used to advocate their cause. Students then participate in a speed dating activity, meeting their classmates in character and making note of other activists' strategies and philosophies. Students can then conduct an evaluation of the other activists that would best "match" their own, allowing them to analyze the various strategies and ideas that influenced the movements.</p>
 <p>B.12 Youth Culture of the 1960s</p> <p>Thematic Focus: American and Regional Culture ARC <i>Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.</i></p> <p>LO: N HD: KC-8.1.II.B, KC-8.2.III.D, KC-8.3.II.B.ii</p>	<p>14.2: The section titled "Youth Movements" discusses the emerging student movements on college campuses such as the Free Speech movement.</p> <p>14.10: This narrative discusses the emergence of the Students for a Democratic Society and youth involvement in the anti-war movement.</p> <p>14.13: This narrative discusses the Free Speech movement at the University of California at Berkeley in the 1960s.</p> <p>14.14: This Decision Points article discusses the intersections of the Free Speech Movement and the Student Anti-War Movement.</p> <p>14.19: This primary source activity asks students to analyze the Port Huron Statement, a foundational document of the "New Left."</p> <p>14.28: This primary source activity has students analyze photos of anti-war protests and features newsreel footage from the National Archives.</p> <p>15.4: The section titled "Social Movements" crosses over with some of the social movements of the 1960s.</p> <p><u>Suggested Skill: Making Connections</u></p>

	<p>Lesson/Activity Suggestion Have students analyze a primary source from the Free Speech movement or Students for a Democratic Society such as the Port Huron Statement. Focus on building their understanding of the historical situation of the document, making connections from the text to broader issues of the time period. Compare the document’s message to the youth culture of the previous decades so that students can get a sense of the changes that are occurring in the 1960s.</p>
<p> 8.13 The Environment and Natural Resources from 1968 to 1980</p> <p>Thematic Focus: Geography and the Environment GEO <i>Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.</i></p> <p>LO: O HD: KC-8.1.II.D, KC-8.2.II.D</p>	<p>15.2: The sections titled “The Nixon Administration: Domestic Policy” and “The Carter Administration: Domestic Policy” both mention environmental policies in the 1970s as well as the impact of access to natural resources on policy.</p> <p>15.11: This narrative discusses the gas shortages of the 1970s, contextualizing them in the foreign policy of the time period and discussing their impact on Americans.</p> <p>15.25: Jimmy Carter’s “Malaise” speech is his reaction to the stagnating economy of the 1970s as well as the energy crisis.</p> <p><u>Suggested Skill: Making Connections</u></p> <p>Lesson/Activity Suggestion Ask students to evaluate primary sources related to the topic such as Carter’s “Malaise” speech, photographs of cars in gas lines during shortages, or images from environmental crises such as the Three Mile Island incident or Love Canal. You can also use secondary sources such as statistics showing carbon emissions in the 20th century or oil production, consumption, imports, and domestic production. These sources could be used to corroborate one another to show the rise of the environmental movement and the impact of natural resources such as oil on national policy.</p>
<p> 8.14 Society in Transition</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: J HD: KC-8.2.III.C, KC-8.2.III.E, KC-8.2.III.F</p> <p>Thematic Focus: American and Regional Culture ARC <i>Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.</i></p> <p>LO: P HD: KC-8.3.II.C</p>	<p>13.15: This narrative describes the root of the conservative movement in the 1950s with the rise of William F. Buckley Jr.</p> <p>15.2: The section titled “The Tet Offensive and the Turbulent 1968 Election” discusses the conservative backlash to the upheaval of 1968 while the conservative response to many of the movements of the 1970s is woven throughout the entire article.</p> <p>15.6: This narrative focuses on the conservative response to the Equal Rights Amendment led by Phyllis Schlafly.</p> <p>15.9: This narrative discusses the events leading up to Watergate such as the Pentagon Papers as well as the political consequences of the Watergate scandal.</p> <p>15.12: This narrative discusses the conservative backlash to school desegregation, starting with <i>Brown v. Board of Education</i> and the “Southern Manifesto” and culminating in the dismantling of busing initiatives.</p> <p>15.16: This narrative discusses the role of Congresswoman Barbara Jordan played in calling for the impeachment of President Richard Nixon.</p> <p>15.21: This primary source activity asks students to investigate the transcript</p>

	<p>of the incriminating Nixon taps.</p> <p>15.23: In this primary source activity, students will analyze the cartoons of Herblock, whose work documented the Watergate scandal.</p> <p>15.24: This primary source activity asks students to analyze the text of Barbara Jordan's Speech on Impeachment.</p> <p>15.25: In this speech, Jimmy Carter attempts to rally the American people in response to the economic stagnation of the 1970s.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>Lesson/Activity Suggestion Have students practice document analysis in the time period by working through documents featured in the 2011 Document Based Question, which covers the administration of Richard Nixon.</p>
 <p>8.15 Continuity and Change in Period 8</p> <p>LO: Q KC: KC-8.1.I, KC-8.1.II, KC-8.1.II, KC-8.2.I, KC-8.2.II, KC-8.2.III, KC-8.3.I, KC-8.3.II</p>	<p>13.2: The introductory section to Chapter 13 could be used to help preview or review concepts from immediately after World War II to into the 1950s such as the Truman and Eisenhower administrations, the early Cold War, and 1950s culture.</p> <p>14.2: The introductory section to Chapter 14 helps preview or review concepts from the 1960s such as the Kennedy and Johnson administrations, the Vietnam War, and social change including the Civil Rights Movement.</p> <p>15.2: The introductory section to Chapter 15 could be used to preview or review concepts from the late 1960s into the late 1970s. This includes the end of the Vietnam War, Nixon's election and Watergate, economic turmoil in the 1970s and the presidency of Jimmy Carter.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Lesson/Activity Suggestion Have students practice continuity and change in the period using the 2015 DBQ. This prompt asks students to assess the conservative backlash to the Civil Rights Movement and other social and economic changes of the 1960s-1970s, culminating in the election of Ronald Reagan in 1980. Have students work on the prompt independently or use it as a basis of discussion in groups. Then have students test their assertions in a whole class discussion.</p>


Unit 9: Period 9: 1980–Present

4-6% AP Exam Weighting, ~8 Class Periods

Unit 9 Topics	Suggested OpenStax Sections/Pages
<p>4 9.1 Contextualizing Period 9</p> <p>LO: Q KC: KC-9.1.I, KC-9.2.I, KC-9.2.II, KC-9.3.I, KC-9.3.II</p>	<p>16.2: The introductory narrative provides an overview of the major topics of Period 9.</p> <p><u>Suggested Skill: Contextualization</u></p> <p>To begin to get students thinking about the changes in Period 9, show them examples of technological change since 1980. This could be computers, telephones, televisions, anything that will help them see the greater connectivity that has happened during this time period. From there, ask students to think about what impact these changes might have on the country- economically, politically, or socially. From there, you can connect the discussion to the topics of Period 9.</p>
<p>PCE 3 9.2 Reagan and Conservatism</p> <p>Thematic Focus: Politics and Power PCE <i>Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.</i></p> <p>LO: B HD: KC-9.1.I.A, KC-9.1.I.B, KC-9.1.I.C, KC-9.1.I, KC-9.2.II.C</p>	<p>16.2: The sections titled “Reagan and Conservatism” and “The 1980s Economy and Society” both discuss the Reagan Revolution and its impact domestically.</p> <p>16.3: This narrative discusses the economic policies of Ronald Reagan.</p> <p>16.20: This primary source activity asks students to evaluate the text of Reagan’s speech after the <i>Challenger</i> explosion.</p> <p>16.22: This primary source activity asks students to analyze the political cartoons of Herblock as they offer critiques of Reagan’s policies during his administration.</p> <p>16.23: This primary source activity features images of the AIDS quilt in Washington D.C., in reference to the AIDS epidemic of the 1980s.</p> <p>16.30: This lesson plan uses primary source campaign material from 1960-1980 so that students can see how presidential campaigns change over time.</p> <p><u>Suggested Skill: Claims and Evidence in Sources</u></p> <p>Sample Instructional Activity from the CED: Debate <i>This topic in the culminating unit offers students an opportunity to debate and discuss thematic focus PCE, which focuses on the role of the federal government over time. Encourage students to prepare by looking at different time periods and turning points in U.S. history when the role of the federal government changed. Teachers can debrief with students about the extent to which this role changed or continued under Ronald Reagan’s presidency.</i></p> <p>Lesson/Activity Suggestion The College Board’s Teaching and Assessing Modules that are embedded within AP Classroom features a Focus on</p>

	<p>Research topic titled “A Conservative Era?”</p> <p>Ask students to analyze Ronald Reagan’s speech such as his Speech to the National Association of Evangelicals in March of 1983. Help students to deconstruct Reagan’s rhetorical appeals and contextualize them within the broader conservative movement of the time period.</p>
<p>WOR 9.3 The End of the Cold War</p> <p>1</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.</i></p> <p>LO: C HD: KC-9.3.I.A, KC-9.3.I.B, KC-9.3.I.C</p>	<p>16.2: The section titled “Reagan’s Cold War Foreign Policy” discusses the waning years of the Cold War.</p> <p>16.4: This narrative discusses the Iran-Contra scandal, a part of the broader Cold War as the Reagan Administration looked to fight the spread of communism in Central America.</p> <p>16.12: This Decision Points article discusses the end of the Cold War, leading up to Ronald Reagan’s famous speech at the Brandenburg Gate.</p> <p>16.15: This Point-Counterpoint article features two historian’s perspectives on the extent to which the end of the Cold War marked the “end of history.”</p> <p>16.19: This Point-Counterpoint essay looks at the extent to which the United States has an obligation to foreign entanglements in the post-Cold War world.</p> <p>16.21: This primary source activity features the text of Reagan’s “Tear Down That Wall” speech, signifying the beginning of the end of the Cold War.</p> <p>16.25: This speech by George H.W. Bush from 1991 to the United Nations helps students see the extent to which American power changed after the end of the Cold War.</p> <p>16.33: This lesson plan looks at the extent to which American foreign policy changed since Washington’s Farewell Address.</p> <p>16.35: This lesson plan focuses on primary sources from throughout the Cold War.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Sample Instructional Activity from the CED: Match Claims and Evidence <i>Now that students are near the end of the course and have had many opportunities to practice argumentation, this activity can be used as early preparation for the AP Exam. Ask small groups of students to write claims and supporting evidence statements on individual note cards based on the causes and effects of the end of the Cold War and the Cold War’s legacy. Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.</i></p> <p>Lesson/Activity Suggestion The College Board provides Teaching and Assessing Modules within AP Classroom. The Period 9 “Focus on Research” section features an emphasis on “The Cold War and Beyond.”</p> <p>To help students understand the differences between the rhetoric of the early Cold War and that of the later Cold War, have students read examples of Ronald Reagan’s Rhetoric compared to speeches by Harry Truman or Dwight</p>

	Eisenhower.
<p>WXT 9.4 A Changing Economy</p> <p>1</p> <p>Thematic Focus: Work, Exchange, and Technology WXT <i>The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.</i></p> <p>LO: D HD: KC-9.2.I.A, KC-9.2.I.B, KC-9.2.I.C, KC-9.2.I.D</p>	<p>16.2: The sections in the introductory essays titled “1980’s Economy and Society,” “The Presidency of Bill Clinton,” and “George W. Bush and a Changing World” show the impact of economic changes in the late 20th and early 21st centuries.</p> <p>16.3: This narrative explains the economic changes of the Reagan administration and Reagan’s economic policies.</p> <p>16.11: This narrative explains the changes in technology of the late 20th century and their economic impact.</p> <p><u>Suggested Skill: Developments and Processes</u></p> <p>Lesson/Activity Suggestion Have students analyze data from the time period such as charts showing the changes in taxation rates, government spending, types of jobs, and other economic indicators. Help students better understand the cause and effect of the data that they are evaluating to better understand causation and the historical situation of the data.</p>
<p>MIG 9.5 Migration and Immigration in the 1990s and 2000s</p> <p>2</p> <p>Thematic Focus: Migration and Settlement MIG <i>Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.</i></p> <p>LO: E HD: KC-9.2.II.A, KC-9.2.II.B</p>	<p>16.2: The sections titled “The 1980s Economy and Society” and “The Great Recession and the Presidency of Barack Obama” both discuss changes in immigration and policy in the late 20th century and early 21st century.</p> <p>16.4: This narrative discusses changes to homeland security in the wake of 9/11.</p> <p>16.31: This lesson plan asks students to analyze the changes in immigration throughout U.S. history.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Sample Instructional Activity from the CED: Making Connections <i>Write concepts related to the course theme of Migration and Settlement (MIG) and related concepts on index cards, place them in a box, and have students pick a card at random. Incorporate concepts from Topic 9.5 as well as from previous topics that addressed immigration and migration. Give students a few minutes to gather and recall information about the theme or concept and then pair students and ask them to find the connection between the theme or concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.</i></p> <p>Lesson/Activity Suggestion In the College Board’s Teaching and Assessing AP U.S. History within AP Classroom one of the Period 9 “Focus on Teaching” suggestions features a lesson plan on the changes of immigration policy during the 1980s through the 2000s.</p>
<p>WOR 9.6 Challenges of the 21st Century</p> <p>2</p> <p>Thematic Focus: America in the World WOR <i>Diplomatic, economic, cultural, and military interactions between empires, nations, and</i></p>	<p>16.2: Starting with the section titled “George W. Bush and a Changing World,” this narrative describes the terrorist attack of September 11, 2001, and the impact that it had on the country.</p> <p>16.9: This narrative describes the USA PATRIOT Act, passed in the wake of</p>

<p><i>peoples shape the development of America and America's increasingly important role in the world.</i></p> <p>LO: F HD: KC-9.3.II.A, KC-9.3.II.B, KC-9.3.II.C, KC-9.3.II.D</p>	<p>9/11 and its impact on homeland security.</p> <p>16.10: This narrative describes the growing concerns over climate change moving into the 21st century.</p> <p>16.11: This narrative describes the changes in technology in the late 21st century and their impact on the economy, focusing on the stories of Bill Gates and Steve Jobs.</p> <p>16.14: This Decision Points article discusses the invasion of Afghanistan in 2001.</p> <p>16.16: This Point-Counterpoint article discusses the extent to which the threat of terrorism justifies increased surveillance.</p> <p>16.19: This Point-Counterpart article features two perspectives on the extent to which the United States must maintain its international obligations in the post-Cold War world.</p> <p>16.29: This primary source activity asks students to evaluate ten years of New Yorker magazine covers, showing the changing challenges to the nation during that decade.</p> <p>16.32: This lesson plan focuses on the change to homeland security in the wake of 9/11, asking students to analyze primary sources.</p> <p><u>Suggested Skill: Sourcing and Situation</u></p> <p>Lesson/Activity Suggestion Ask students to analyze the text of George W. Bush's address to the nation after September 11. This document can help provide context for many of the changes in the 21st century. This is also an opportunity to have students analyze secondary sources, similar to what is featured in the Point-Counterpoint narratives, which helps students prepare for Short Answer Questions.</p>
<p> 9.7 Causation in Period 9</p> <p>LO: G KC: KC-9.1.I, KC-9.2.I, KC-9.2.II, KC-9.3.I, KC-9.3.II</p>	<p>16.2: The introductory narrative provides an overview of the major topics of Period 9.</p> <p><u>Suggested Skill: Argumentation</u></p> <p>Have students practice argumentation by giving them a guiding question that focuses on topics in the time period. Students should generate evidence for the question and build a preliminary thesis. Students then test their argument on their classmates as small group work or submit their thesis as a Quick Write.</p>

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