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Curricular Requirements

- CR1a - The course includes a college-level U.S. Textbook.
- See page 5
- CR1b - The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables)
- See Pages 5,6,7,8,9,10,11,12,13,14,15,17,18
- CR1c - The course includes multiple secondary sources written by historians or scholars interpreting the past.
- See Page 6,7,12,13,14,15,17,18
- CR2 - Each of the course historical periods receives explicit attention.
- See pages 7,8,9,10,12,13,15,16,18
- CR3 - Students are provided opportunities to investigate key and supporting concepts through in-depth study and application of specific historical evidence or examples.
- See Pages 8,9,11,12
- CR4 - Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.
- See Pages 7,8,9,11,12,14
- CR5 - Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context.
– Analyzing evidence (Proficiency Skills A1, A2)
- See Pages 8,9,11,12,14,15,17,19
- CR6 - Students are provided opportunities to analyze and compare diverse historical interpretations. – Interpretation & Comparison (Proficiency Skills A1, A2)
- See Pages 7,13,17
- CR7 - Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison & Synthesis (Proficiency Skills C2, C4)
- See Pages 8,10,14,16,19
- CR8 - Students are provided opportunities to situate historical events, developments, or processes within the broader regional, or global context in which they occurred. – Contextualization (Proficiency Skills C3)
- See Pages 10,14,15,16,17,19
- CR9 - Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. – Synthesis (Proficiency Skills C5)
- See Pages 11,13,17

- CR10 - Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)
- See Pages 9,10,11,12,13,14,15,16,17,19
- CR 11 - Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. – Patterns of continuity and change over time (Proficiency Skills D3, D4)
- See Pages 8,11,13,15,16,17,18,19
- CR12 - Students are provided opportunities to explain and analyze different models of periodization. – Periodization (Proficiency Skills D5, D6, D7)
- See Pages 8,9,11,13,15,16,18,19
- CR 13 - Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. – Argumentation (Proficiency Skill E1)
- See Pages 8,10,11,13,14,16,17,18,19
- CR14 - Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. – Argumentation (Proficiency Skills E2, E3, E4)
- See Pages 8,10,11,13,14,16,18,19

Advanced Placement History

Advanced placement U.S. History is a college-level course that examines the nation's political, diplomatic intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches will be employed and a college-level text book is supplemented by primary and secondary sources.

Unit Activities

Lecture and Discussion of Topics – Students will participate in discussions based on course topics. Reading quiz content is imbedded in class discussions.

Primary Source Document Analysis – Students will analyze both primary and secondary source documents (both using and not using a graphic organizer) in which they will identify, analyze, and evaluate the author using the following fields; key Points made in argument, author's point of view, author's purpose, historical context, and audience.

Structured Academic Controversies (SAC) – Students are provided a topic with two opposing viewpoints presented in either primary or secondary source documents. Students in groups will be divided where half of the group must find evidence supporting one point of view while the other group must find evidence supporting the other perspective. After they have made their argument, they will then have to write an individual free response with a thesis statement supporting which point of view they believe is correct.

Free Response Questions (FRQs) – Students will complete a variety of free response questions with a defining thesis statement. In the beginning of the year, time will be spent teaching students how to write proper thesis statements, and how to structure their free response questions. Later in the year, more time will be spent on answering complete free response questions. Peer grading, as well group writing strategies will be utilized with this activity.

Document Based Questions (DBQs) – Students will complete a variety of document based questions with a defining thesis statement. In the beginning of the year, time will be spent teaching students how to write a thesis statement using the documents available and the writing prompt given. This activity will also involve a large amount of document analysis utilizing the factors previously mentioned for document analysis. Over time, students will gradually move from writing limited document based questions (2-4 documents) to full document based questions (7 documents). Peer grading as well as group writing strategies will be utilized in this activity.

Making Connections in History (Synthesis Activity) – Students will read primary or secondary source material for either a topic, or a series of topics. Students will then have to discuss, ranging from a sentence to a paragraph, how that topic relates or connects in a certain approach (political, economic, social, cultural, or intellectual) to a different historical issue. In some cases students will be able to work with a partner on this activity.

You Be the Judge (YBTJ) – Students analyze disparate primary source documents on the same topic. Students then compare and contrast the viewpoints expressed in the documents, and – supported by evidence presented, and in the context of the historical period – determine which authors made a stronger case.

Chronological Reasoning Lesson – Students are provided with a certain number of events in no particular chronological order. Students will then place them in order, naming the decade in which each occurred. Students will identify the following for each event: period in which they occurred, change and continuity over time exemplified by the selections, and identify the themes under which these issues and developments might be categorized.

Unit Test – Students will take a unit test covering the material of each time period. The unit test will have three to four components on the test depending on the size of the historical time period. The components of the exam will be; analytical multiple choice similar to that found on the APUSH end of year test, analytical short answer questions, FRQ's free response questions, and DBQ's document based questions. Each component of the exam will emphasize the application of the historical thinking skills (analyzing historical sources and evidence, making historical connections, chronological reasoning, creating and supporting historical argument) developed throughout the course.

The above activities are organized around AP U.S. history's seven major themes – American and National Identity (NAT), Politics and Power (POL), Work, Exchange and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), and American in the World (WOR) – and are designed to develop students' historical thinking skills.

Grading Criteria

Students will be assessed by a variety of methods including, but not limited too unit tests, reading quizzes, homework quizzes, classwork, writing assignments, group activities, peer grading, and other varieties of assessments. Some specific assignments will be discussed in the unit outline below.

Primary Textbook

Kennedy, David M. , and Lizabeth Cohen. *The American Pageant*. 16th ed. Boston: Cengage Learning, 2015. [CR1a]

[CR1a] – The course includes a college-level U.S. history textbook.

Primary Sources

<https://beyondthebubble.stanford.edu/chronological-list-hats>

Boyer, Richard and Geoffrey Spurling, eds. *Colonial Lives: Documents on Latin American History 1550-1850* 1st ed. New York: Oxford University Press, 2000.

Riis, Jacob A, edited by David Leviatin. *How the Other Half Lives*. Boston, New York: Bedford/St. Martin's, 1996.

Fink, Leon eds. *Major Problems in the Gilded Age and Progressive Era: Documents and Essays*. 2nd ed. Boston, New York: Houghton Mifflin, 2001.

<https://sheg.stanford.edu/us>

Ladd, Everett C. Ann G Serow, eds. *The Lanahan Readings in the American Polity*. 6th ed. Baltimore: Lanahan Publishers Inc., 2016

[CR1b] – The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables)

Secondary Sources

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

Tindall, George B. and David Emory Shi. *America: A Narrative History*. 5th ed. New York/London: W.W. Norton & Company, 2000.

Herring, George C. *America's Longest War: The United States and Vietnam, 1950-1975*. 4th ed. Boston: McGraw-Hill, 2002.

Litwack, Leon F. *Been in the Storm so Long: The Aftermath of Slavery*. 1st ed. New York: Vintage Books, 1980.

Fraser, James W. *By the People: A History of the United States*. AP ed. Boston: Pearson, 2015.

Hudson, Winthrop S. and John Corrigan. *Religion in America*. 6th ed. New Jersey: Prentice Hall, 1999.

<https://sheg.stanford.edu/us>

MacKenzie, David and Michal W. Curran. *Russia and the USSR in the Twentieth Century*. 4th ed. United States: Wadsworth, 2002.

Scott, John Anthony. *Settlers on the Eastern Shore: 1607-1750*. 1st ed. New York: Alfred A. Knopf Publishers: 1967

Cooper Jr., William J. and Thomas E. Terrill. *The American South: A History, Vol. II*. 3rd ed. Boston: McGraw-Hill, 2002.

Gipson, Lawrence Henry. *The Coming of the Revolution: 1763-1775*. 1st ed. New York: Harper & Row, 1954.

Kraditor, Aileen S. *The Ideas of the Woman Suffrage Movement/ 1890-1920*. 2nd ed. New York: W.W. Norton & Company, 1981.

Franklin, H. Bruce. *Vietnam and other American Fantasies*. 1st ed. Amherst: University of Massachusetts Press, 2000.

[CR1c] – The course includes multiple secondary sources written by historians or scholars interpreting the past.

Unit 1: 1491-1607 [CR2]

[CR2] – Each of the course historical periods receives explicit attention.

The American Pageant, Chapters 1-3

Content: Geography and environment of the Americas; Native American diversity in the Americas before the arrival of Europeans; Spain in the Americas; conflict and exchange English, French and Dutch settlements; and the Atlantic economy.

Primary Source Document Analysis [Learning Objective MIG-1.0, 2.0]: Students will analyze a variety of primary sources (Columbus on his first arrival to the new world, Bartolome de Casas and slavery [CR1b: Textual], Columbian exchange map [CR1b: Map], John Winthrop “City upon a Hill”, and John Cotton, “The Divine Right to Occupy Land”) and complete a primary document analysis using a graphic organizer.

[CR1b] – The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Structured Academic Controversy (SAC) [Learning Objective GEO-1.0]: Students will look at conflicting excerpts of both *True Relation* and *General History* by John Smith. Students will find evidence to support whether or not they believe that Pocahontas saved John Smith’s life. Students will also use context information they should already be aware of due to reading in the primary textbook. [CR1c], [CR6]

[CR1c] – The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR6] – Students are provided opportunities to analyze and compare diverse historical interpretations. – interpretation & comparison (Proficiency Skills B1, B2, C1)

You be the Judge (YBTJ) [Learning Objective WXT-2.0, CUL-4.0, WOR-1.0]: Students will compare the interpretations of Zinn’s “A Peoples History” with that found in their primary text book as well as the Tindall/Shi copy of “America.” After reading and interpreting the viewpoints of the authors, the students will determine in a short essay which author made a stronger case for their thesis and why [CR5].

[CR5] – Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author’s point of view, author’s purpose, audience, and historical context. – Analyzing evidence (Proficiency Skills A1, A2)

DBQ [Learning Objective WOR-1.0]: Students will complete a DBQ involving primary source documents discussing Cortez’s invasion of the Aztec and the true motivation for conquistadors.

Chronological Reasoning lesson [Learning Objective WXT-2.0]: 1491 to Jamestown.

Unit 1 Test [Key Concepts 1.1-1.2]: The test will be 3 parts, Part 1 Multiple Choice, Part 2 Short Answer, and Part 3 Free Response Question.

Unit 2; 1607-1754 [CR2]

[CR2] – Each of the course historical periods receives explicit attention.

The American Pageant, Chapters 2-4

Content: Growing trade; unfree labor; political differences across the colonies; conflict with Native

Americans; Immigration; Early cities; Role of Women, education, religion, and culture; and growing tensions with the British.

Primary Source Document Analysis [Learning Objectives POL-1.0, CUL-1.0]: “Sinners at the Hands of an Angry God” by Jonathan Edwards(1741) [CR1b: Textual], Bacon’s Manifesto (1676), The Maryland Toleration Act, an indentured servants letter home; a chart showing raw immigration numbers for certain geographical colonial areas [CR1b: charts]; and a colonial export chart [CR1b: Quantitative]. Students will complete a graphic organizer in which they will analyze the sources for the following features: author’s point of view, author’s purpose, audience, and historical context. [CR5]

[CR1b] – The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR5] – Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author’s point of view, author’s purpose, audience, and historical context.

You be the Judge/Primary Source Document Analysis [Learning Objective CUL-3.0, 4.0]: students will complete an activity in which they will analyze a variety of primary and secondary sources regarding the Salem Witch Trials (source: <https://sheg.stanford.edu/us>). Students will then evaluate and analyze the sources, then choosing the real cause of the Salem Witch Hysteria. [CR3], [CR5]

[CR3] – Students are provided opportunities to investigate key and supporting concepts through in-depth study and application of specific historical evidence or examples.

[CR5] – Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author’s point of view, author’s purpose, audience, and historical context.

Structured Academic Controversy (SAC) [Learning Objectives WXT-1.0, WOR 1.0]: Students will read a variety of secondary and primary sources regarding the treatment of Native Americans by Spanish, English, and French Colonies. After examining the variety of resources, students will then have to argue that one of the groups interacted with Native Americans in a way that was more positive for Native Americans. After a teacher led discussion on the topic, students will complete a graphic organizer, and write a short informative essay with a thesis explaining how each colonial group interacted with Native Americans. (Sources: Zinn, Howard. *A People’s History of the United States*, Tindall, George B. and David Emory Shi. *America: A Narrative History*, Scott, John Anthony. *Settlers on the Eastern Shore: 1607-1750*, <https://sheg.stanford.edu/us>, Boyer, Richard and Geoffrey Spurling, eds. *Colonial Lives: Documents on Latin American History 1550-1850*). [CR4], [CR7]

[CR4] – Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

[CR7] – Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison & Synthesis (Proficiency Skills C2, C4)

Document Based Question (DBQ) [Learning Objectives NAT-1.0, CUL-1.0, 2.0]: Students will answer a DBQ dealing with Puritan influence on Society. [CR13], [CR14]

[CR13] – Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. – Argumentation (Proficiency Skill E1)

[CR14] – Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. – Argumentation (Proficiency Skills E2, E3, E4)

Free Response Question (FRQ) [Learning Objectives NAT-1.0, POL-1.0, WXT 2.0]: Evaluate the extent to which trans-Atlantic interactions from 1600 to 1763 contributed to maintaining continuity as well as fostering change in labor systems in the British North American colonies. **[CR11], [CR12]**

[CR11] – Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. – Patterns of continuity and change over time (Proficiency Skills D3, D4)

[CR12] – Students are provided opportunities to explain and analyze different models of periodization. – Periodization (Proficiency Skills D5, D6, D7)

Unit 2 Test [Key Concepts 2.1-2.2]: The test will be 3 parts; Part 1 Multiple Choice, Part 2 Short Answer, and Part 3 Free Response Question.

Unit 3: 1754 – 1800 [CR2]

[CR2] – Each of the course historical periods receives explicit attention.

The American Pageant, Chapters 5-10

Content: Colonial society before the war for independence; colonial rivalries; the Seven Years War; Pirates and other democrats; role of women before, during, and after 1776; articles and a constitution; and early political rights and exclusions.

Primary Source Document Analysis [Learning Objectives WOR-1.0, NAT-1.0]: *Paul Revere's Ride* by Henry Wadsworth Longfellow, *The Concord Hymn* by Ralph Waldo Emerson, The Articles of Confederation, The U.S. Constitution, *Common Sense* by Thomas Paine, *The American Crisis* by Thomas Paine, A Proclamation of Shaysite Grievances, Washington's Farewell Address, Declaration of Rights and Grievances **[CR1b: Textual]** and a variety of maps showing battle fields, The U.S. before and after the Treaties of Paris 1763, 1786 as well as maps showing the populations of different peoples (women, African Americans, Native Americans, etc.) **[CR1b: maps]**. Students will assess these sources in a variety of ways. In some instances a graphic organizer will be used, in others, students will not. **[CR4]**

[CR1b] – The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR4] – Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

Structured Academic Controversy (SAC) [Learning Objectives POL-2.0, NAT-2.0]: Students will read, Alexander Hamilton, Speech, June 21, 1788; Melancton Smith, Speech, June 21, 1788; Alexander Hamilton, letter to President George Washington, September 9, 1792; Thomas Jefferson, letter to President George Washington, September 9, 1792 (<https://sheg.stanford.edu/us>). After reading the sources, students will then defend either the Federalist or Anti-Federalist position in a short essay with a thesis-statement. Students will analyze the sources for the following features: author's point of view, author's purpose, audience, and historical context **[CR5]**

[CR-5] – Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context.

You Be the Judge (YBTJ) [NAT-1.0]: Students will be given a variety of primary sources. The sources will be various witness accounts of the Boston Massacre. Students will then evaluate and analyze the sources, choosing the real cause for the Boston Massacre. Students will explain the different causes and

effects of the event and evaluate its significance. Students will be forced to create a thesis statement in which their argument is explained. [CR3], [CR10]

[CR3] – Students are provided opportunities to investigate key and supporting concepts through in-depth study and application of specific historical evidence or examples.

[CR10] – Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)

Document Based Question (DBQ) [Learning Objectives POL-1.0, NAT-3.0, WOR-2.0]: Students will complete a document based question in which they will answer a question dealing with how the Revolutionary War effected American society. It will be modeled after the 2005 DBQ. [CR13], [CR14]

[CR13] – Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. – Argumentation (Proficiency Skill E1)

[CR14] – Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. – Argumentation (Proficiency Skills E2, E3, E4)

Free Response Question (FRQ) [Learning Objectives POL-1.0, NAT-3.0, WOR-2.0]: **Option 1:** Analyze the impact of the American Revolution on both slavery and the status on women in the period from 1775-1800. (Causation): **Option 2:** Analyze the extent to which the Bill of Rights was a response to the oppressive government enforced upon the colonist by the British during the period of 1763-1776. (Causation). [CR10]

[CR10] – Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)

Chronological Reasoning (Modified) [Learning Objectives POL-1.0]: Students will write a short essay where they identify five events or documents of the period being studied that increased the civil rights for individuals living in the Americas. Students will identify and analyze the strengths and weaknesses of these events or documents identified by the students. [CR7], [CR8]

[CR7] – Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison & Synthesis (Proficiency Skills C2, C4)

[CR8] – Students are provided opportunities to situate historical events, developments, or processes within the broader regional, or global context in which they occurred. – Contextualization (Proficiency Skills C3)

Unit Test: Unit 3 Test [Key Concepts 3.1-3.3]: The test will be three parts; Part 1 Multiple Choice, Part 2 Short Answer, Part 3 Free Response Question, and part 4 will be a Document Based Question.

Unit 4: 1800-1848 [CR2]

[CR2] – Each of the course historical periods receives explicit attention.

The American Pageant, Chapters 11-13

Content: Politics in the early republic; parties and votes; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls; and, territorial expansion and the Mexican War.

Primary Source Document Analysis [Learning Objectives NAT-2.0, 4.0, POL-3.0]: John O’Sullivan, *The Great Nation of Futurity*, 1839; John O’Sullivan, *Annexation*, 1845; Andrew Jackson, State of the Union. December 6, 1830; Elias Boudinot, Letter to John Ross, 1837. In Cherokee Editor: The Writings of Elias Boudinot. Ed., Theda Purdue, (Georgia: Univeristy of Georgia Press, 1983), pp. 224- 225; Alexander Hamilton, “Purchase of Louisiana,” New York Evening Post, 5 July 1803; Rufus King, letter to Timothy Pickering, November 4, 1803. The Life and Correspondence of Rufus King; Timothy Pickering, letter to Rufus King, March 4, 1804. Documents relating to New-England Federalism **[CR1b:textual]**; 1816, John Melish Map, Louisiana Purchase Map, Various Texas War Maps **[CR1b:Maps]**. Students will assess these sources in a variety of ways. In some instances a graphic organizer will be used, in others, students will not. **[CR4]**

[CR1b] – The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR4] – Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

You Be the Judge (YBTJ) [Learning Objectives GEO-1.0, CUL-4.0, POL-2.0]: Students will read a variety of primary sources surrounding the Missouri Compromise. Students will explain the different causes and effects of the event and evaluate its significance. Students will then create a thesis statement answering the question whether or not they believe the Missouri Compromise had a positive effect on the country at the time of its implementation. Students will then write a short essay describing whether they would have supported it as a legislator at the time of its passing. **[CR3], [CR10]**

[CR3] – Students are provided opportunities to investigate key and supporting concepts though in-depth study and application of specific historical evidence or examples.

[CR10] – Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)

Structured Academic Controversy (SAC) [Learning Objectives CUL-3.0, 2.0, MIG-2.0]: Students will read a variety of primary source documents dealing with the second great awakening. Students will then read a secondary source (their textbook) outlining the first and second great awakening. Students will then have to argue which was more influential to American Society. Students will identify and analyze the effect of both events on the political, social, and cultural themes of the periods represented by the events. Students will have to create a thesis from their argument, and support it with evidence. Students will analyze the sources for the following features: author’s point of view, author’s purpose, audience, and historical context. **[CR5], [CR9]**

[CR-5] – Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author’s point of view, author’s purpose, audience, and historical context.

[CR9] – Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. – Synthesis (Proficiency Skills C5)

Document Based Question (DBQ) [Learning Objectives WOR-2.0, 1.0, MIG-2.0]: Students will be given a document based question, topics will vary from the Mexican American War, to social reform, to Manifest Destiny, to changing in womanhood, to the growth of slavery. **[CR13], [CR14]**

[CR13] – Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. – Argumentation (Proficiency Skill E1)

[CR14] – Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. – Argumentation (Proficiency Skills E2, E3, E4)

Free Response Question (FRQ) [Learning Objectives WOR-2.0, 1.0, MIG-2.0]: Describe how the Era of good feelings led to the era of westward expansion and the implementation of the Monroe Doctrine (Periodization). [CR12]

[CR12] – Students are provided opportunities to explain and analyze different models of periodization. – Periodization (Proficiency Skills D5, D6, D7)

Unit 4 Test [Key Concepts 4.1-4.3]: The test will be 3 parts, Part 1 Multiple Choice, Part 2 Short Answer, Part 3 Free Response Question, and part 4 will be a Document Based Question.

Unit 5: 1844-1877 [CR2]

[CR2] – Each of the course historical periods receives explicit attention.

The American Pageant, Chapters 14-21

Content: Tensions over slavery; reform movements; politics and the economy; cultural trends; transcendentalism and utopianism; the Civil War, rights of Freedmen and women, The Reconstruction Era and Freedmen's Bureau; and the KKK focus on white supremacy before and after the Civil War.

Primary Source Document Analysis [Learning Objectives NAT-3.0, 4.0]: Abraham Lincoln, *the Emancipation Proclamation*, January 1, 1863; Frederick Douglass. *The Life and Times of Frederick Douglass*, 1881; Stephen A. Douglas, argument in the first Lincoln-Douglas debate at Ottawa, Illinois, August 21, 1858; Abraham Lincoln, reply to Stephen A. Douglas at Ottawa, Illinois, August 21, 1858; Abraham Lincoln, letter to Mary Speed, September 27, 1841; John Bell Robinson. (1863). *Pictures of Slavery and Anti-Slavery: Advantages of Negro Slavery and the Benefits of Negro Freedom Morally, Socially, and Politically Considered*. Pennsylvania; Thaddeus Stevens, Speech to House of Representatives, March 19, 1867; Andrew Johnson, Speech in Cleveland, Ohio, September 3, 1866; Andrew Johnson, Speech to Congress, March 2, 1867; Andrew Johnson, Speech in Cleveland, Ohio, September 3, 1866; Grimes Family Papers (#3357), 1882; Held in the Southern Historical Collection, University of North Carolina, Chapel Hill. [CR1b], [CR4]

[CR1b] – The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR4] – Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

Structured Academic Controversies (SAC) [Learning Objectives CUL-4.0, POL-2.0]: Students will read a variety of primary sources, coupled with a variety of secondary sources [CR1c]. Students will then evaluate and analyze the sources that they read. They will then choose whether things improved for African Americans after or during reconstruction. Students will write a thesis presenting their point; and write a short paper supporting their point. Students will analyze the sources for the following features: author's point of view, author's purpose, audience, and historical context. [CR5]

[CR1c] – The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR5] – Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context.

You Be the Judge (YBTJ) [Learning Objectives POL-2.0, WXT-1.0]: Students will read both primary and secondary sources describing the Compromise of 1850, as well as its elements. Students will then compose a thesis, then support their thesis. Their Thesis will answer the question: the Compromise of 1850 was crucial to keeping the U.S. from splitting sooner than it did. **[CR3], [CR10]**

[CR3] – Students are provided opportunities to investigate key and supporting concepts through in-depth study and application of specific historical evidence or examples.

[CR10] – Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)

Making Connection in History [Learning Objectives POL-2.0, CUL-2.0]: Students will read primary source documents (largely from the Montgomery Advertiser) discussing reasons that Alabama seceded from the U.S. Students will then read accounts of nullification crisis in South Carolina. Students will identify and analyze the effect of both events on the political, social, and cultural themes of the periods represented by the events. **[CR1c], [CR6], [CR9], [CR10]**

[CR1c] – The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR6] – Students are provided opportunities to analyze and compare diverse historical interpretations. – Interpretation & Comparison (Proficiency Skills A1, A2)

[CR9] – Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. – Synthesis (Proficiency Skills C5)

[CR10] – Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)

Document Based Question (DBQ) [Learning Objectives POL-2.0, WXT-1.0]: Students will complete a document based question on one of a variety of topics: Conditions of African Americans after the Civil War; Issues that led to the Civil War; Kansas-Nebraska Act as a spark for the War. **[CR13], [CR14]**

[CR13] – Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. – Argumentation (Proficiency Skill E1)

[CR14] – Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. – Argumentation (Proficiency Skills E2, E3, E4)

Free Response Question (FRQ) [Learning Objectives NAT-2.0, POL-3.0]: Students will complete a free response question based on one of a variety of topics: Conditions of African Americans after the Civil War; Issues that led to the Civil War; Kansas-Nebraska Act as a spark for the War. **[CR11], [CR12]**

[CR11] – Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. – Patterns of continuity and change over time (Proficiency Skills D3, D4)

[CR12] – Students are provided opportunities to explain and analyze different models of periodization. – Periodization (Proficiency Skills D5, D6, D7)

Unit 5 Test [Key Concepts 5.1-5.3]: The test will be 3 parts, Part 1 Multiple Choice, Part 2 Short Answer, Part 3 Free Response Question, and part 4 will be a Document Based Questions.

Unit 6: 1865-1898 [CR2]

[CR2] – Each of the course historical periods receives explicit attention.

The American Pageant, Chapters 22-28

Content: The rights of freedmen and women; reconstruction, Freedman's Bureau and the 1877 Railroad Strike; rise of labor unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish-American War, and conquests in the Pacific.

Primary Source Analysis [Learning Objectives CUL-4.0, WXT-2.0]: J.D. Cameron, Letter to President Ulysses S. Grant, July 8, 1876; Kate Bighead, Interview with Dr. Thomas Marquis, 1922; William Jennings Bryan, speech at Democratic National Convention, July 1896; Mary Elizabeth Lease, "Speech to the Woman's Christian Temperance Union,"; "A White Man's Day." News and Observer. October 21, 1898; Governor Russell. Proclamation. Caucasian (Raleigh, N.C.), 27 October 1898; Lee, Fitzhugh. Fitzhugh Lee, US Consulate-General in Cuba, to Assistant Secretary of State Day, 27 November 1897; Beveridge, Albert J. "March of the Flag." [CR1b: textual]; Cartoon. News and Observer. August 13, 1898 [CR1b: political cartoon], [CR4]

[CR1b] – The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR4] – Students are provided opportunities to apply learning objectives in each of the seven themes throughout the course.

Structured Academic Controversy (SAC) [Learning Objectives POL-2.0, 3.0]: Students will read a variety of primary and secondary sources discussing Albert Parsons. Students will then decide whether they believed that Albert Parsons was a dangerous man. After they have made their decision, students will form a thesis statement, and support their thesis statement with specific textual evidence. This will then be presented in writing, or through class discussion. Students will analyze the sources for the following features: author's point of view, author's purpose, audience, and historical context. [CR1c], [CR5]

[CR1c] – The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR5] – Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context.

You be the Judge (YBTJ) [Learning Objectives WXT-2.0, 3.0, MIG-2.0]: Students will read a variety of primary source information regarding the industrial revolution and working environments. Students will contextualize this information with prior knowledge from their primary textbook. Students will explain the different causes and effects of the event and evaluate its significance. Students will develop a thesis answering this question, and back it using specific textual evidence in a short essay, or a graphic organizer. [CR8], [CR10].

[CR8] – Students are provided opportunities to situate historical events, developments, or processes within the broader regional, or global context in which they occurred. – Contextualization (Proficiency Skills C3)

[CR10] – Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)

Chronological Reasoning Lesson [Learning Objective NAT-4.0]: Students will be placed in groups, and be provided 10 events from this period of time. Students will need to put the events in order, naming the decade in which they occurred. Students will also identify the significance of the event, and analyze how it influenced the event that occurred before and after it. **[CR7], [CR8]**

[CR7] – Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison & Synthesis (Proficiency Skills C2, C4)

[CR8] – Students are provided opportunities to situate historical events, developments, or processes within the broader regional, or global context in which they occurred. – Contextualization (Proficiency Skills C3)

Document Based Question (DBQ) [Learning Objectives WXT-2.0, 3.0, CUL-2.0, POL-3.0]: Students will complete a DBQ covering industrialization, big business after the civil war, changes in agriculture, or populism. **[CR13], [CR14]**

[CR13] – Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. – Argumentation (Proficiency Skill E1)

[CR14] – Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. – Argumentation (Proficiency Skills E2, E3, E4)

Free Response Question (FRQ) [Learning Objectives WXT-2.0, 3.0, CUL-2.0, POL-3.0]: Topic: African Americans were better off after the end of Radical reconstruction than they were before the civil war (Periodization **[CR12]**)

[CR12] – Students are provided opportunities to explain and analyze different models of periodization. – Periodization (Proficiency Skills D5, D6, D7)

Unit 6 Test [Key Concepts 6.1-6.3]: The test will be three parts, Part 1 Multiple Choice, Part 2 Short Answer, Part 3 Free Response Question, and part 4 will be a Document Based Questions.

Unit 7: 1890-1945 **[CR2]**

[CR2] – Each of the course historical periods receives explicit attention.

The American Pageant, Chapters 29-35

Content: The Formation of the Industrial Workers of the World (IWW) and the American Federation of Labor (AFL); industrialization and technology, mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal liberalism with the capitalist crisis of the 1930's; and World War II, demographic shifts, the role of women and nonwhites and battle for economic rights.

Primary Source Document Analysis [Learning Objectives POL-2.0,3.0, CUL 3.0]: Frederick Winslow Taylor's *The Principles of Scientific Management* (1911); Upton Sinclair's *The Jungle* (1906); Muller v. Oregon (1908); The Zimmerman Note (1907); Randolph Bourne's War and the Intellectuals (1907)

[CR1b: textual] the Bisbee Deportation of 1917; the Sacco and Vanzetti Case (1926); the Great Migration of African Americans; government and business; FDR's first inaugural address (1933); Roosevelt's "court-packing" plan (1937); FDR's Four-Freedoms speech (1941); Korematsu v. The United States (1944); Harry Truman's "The Atomic Bombing of Hiroshima-The Public Explanation" (1945); New Deal political cartoons (pro and con); and graph showing economic cycles from the great depression through WWII.

[CR1b: quantitative]

[CR1b] – The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Structured Academic Controversy (SAC) [Learning Objectives WXT2.0-3.0, MIG-2.0]: Students will read a variety of primary and secondary sources discussing the New Deal. Students will then decide whether they believed the New Deal programs were a success. After they have made their decision, students will form a thesis statement, and support their thesis statement with specific textual evidence. This will then be presented in writing, or through class discussion. **[CR1c], [CR5]**

[CR1c] – The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR5] – Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context.

You be the Judge (YBTJ) [Learning Objective CUL-3.0]: Students will read a variety of primary source information regarding women's suffrage. Students will contextualize this information with prior knowledge from their primary textbook. Students will explain the different causes and effects of the event and evaluate its significance. Students will develop a thesis answering this question, and back it using specific textual evidence in a short essay, or a graphic organizer. **[CR8], [CR10].**

[CR8] – Students are provided opportunities to situate historical events, developments, or processes within the broader regional, or global context in which they occurred. – Contextualization (Proficiency Skills C3)

[CR10] – Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)

Chronological Reasoning Lesson [Learning Objective GEO-1.0]: Students will be placed in groups, and be provided 10 events from this period of time. Students will need to put the events in order, naming the decade in which they occurred. Students will also identify the significance of the event, and analyze how it influenced the event that occurred before and after it. **[CR7], [CR8]**

[CR7] – Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison & Synthesis (Proficiency Skills C2, C4)

[CR8] – Students are provided opportunities to situate historical events, developments, or processes within the broader regional, or global context in which they occurred. – Contextualization (Proficiency Skills C3)

Document Based Question (DBQ) [Learning Objectives NAT-2.0, CUL 4.0]: Students will complete a DBQ isolationism and WWI, the effectiveness of the New Deal, The Atomic Bomb, the causes of The Great Depression. **[CR13], [CR14]**

[CR13] – Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. – Argumentation (Proficiency Skill E1)

[CR14] – Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. – Argumentation (Proficiency Skills E2, E3, E4)

Free Response Question (FRQ) [Learning Objectives NAT-2.0, CUL 4.0]: Students will complete an FRQ isolationism and WWI, the effectiveness of the New Deal, The Atomic Bomb, the causes of The Great

Depression. [CR11], [CR12]

[CR11] – Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. – Patterns of continuity and change over time (Proficiency Skills D3, D4)

[CR12] – Students are provided opportunities to explain and analyze different models of periodization. – Periodization (Proficiency Skills D5, D6, D7)

Unit 7 Test [Key Concepts 7.1-7.3]: The test will be three parts, Part 1 Multiple Choice, Part 2 Short Answer, Part 3 Free Response Question, and part 4 will be a Document Based Questions.

Unit 8: 1945-1980 [CR2]

[CR2] – Each of the course historical periods receives explicit attention.

The American Pageant, Chapters 36-39

Content: The atomic age; the affluent society and suburbs; discrimination, Michael Harrington's *The Other America* (1962), and the African-American Civil Rights movement; the counterculture movement, the antiwar movement, the women's movement, the Chicano movement, the American Indian movement, the gay and lesbian movements; summer riots and the occupation of Alcatraz; LBJ's "Great Society" speech (1964) and the rise of the New Right; Ronald Reagan and the rise of poverty; and the Cold War and U.S. role in the world.

Primary Source Analysis [Learning Objectives NAT-4.0, WOR-2.0]: ; William Whyte's *The Organization Man* (1956); massive relation *Brown v. Board of Education* (1954); Michael Harrington's *The Other America* (1962); Martin Luther King, Jr.'s "Letter from a Birmingham Jail"; "Black Power"; Vietnamization of the war; the War Power Act (1941); The Port Huron Statement (1962); The Sharon Statement (1960); chart illustrating the statistics of the draft during the Vietnam War and the casualty rate; and political cartoons (pro and con) of the "Reagan Revolution." [CR1b]

[CR1b] – The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Structured Academic Controversy (SAC) [Learning Objectives CUL-2.0, CUL4.0]: Students will read a variety of primary and secondary sources discussing the origins of the Cold War. Students will then decide whether they believe the cold war actually began in 1917 or 1945. After they have made their decision, students will form a thesis statement, and support their thesis statement with specific textual evidence. This will then be presented in writing, or through class discussion. Students will analyze the sources for the following features: author's point of view, author's purpose, audience, and historical context. [CR1c], [CR5]

[CR1c] – The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR5] – Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context.

You be the Judge (YBTJ) [Learning Objectives CUL-2.0, CUL4.0]: Students will read a variety of primary source information regarding the civil rights movement. Students will contextualize this information with prior knowledge from their primary textbook. Students will explain the different causes and effects of the event and evaluate its significance. Students will develop a thesis answering this question, and back it using specific textual evidence in a short essay, or a graphic organizer. [CR8], [CR10].

[CR8] – Students are provided opportunities to situate historical events, developments, or processes within the broader regional, or global context in which they occurred. – Contextualization (Proficiency Skills C3)

[CR10] – Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)

Making Connection in History [Learning Objectives CUL-2.0, CUL4.0]: Students will read primary and secondary source material describing both the civil rights movement and the reconstruction period. Students will identify and analyze the effect of both events on the political, social, and cultural themes of the periods represented by the events. Students will do this either in an essay or by using a graphic organizer. **[CR1c], [CR6], [CR9], [CR10]**

[CR1c] – The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR6] – Students are provided opportunities to analyze and compare diverse historical interpretations. – Interpretation & Comparison (Proficiency Skills A1, A2)

[CR9] – Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. – Synthesis (Proficiency Skills C5)

[CR10] – Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)

Document Based Question (DBQ) [Learning Objective POL-3.0]: Students will complete a DBQ on the topic of the U.S. and Vietnam, the Civil-Rights movement, the counter-culture movement or the cold war and U.S. Society. **[CR13], [CR14]**

[CR13] – Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. – Argumentation (Proficiency Skill E1)

[CR14] – Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. – Argumentation (Proficiency Skills E2, E3, E4)

Free Response Question (FRQ) [Learning Objective GEO-1.0]: Students will complete an FRQ on the topic of the U.S. and Vietnam, the Civil-Rights movement, the counter-culture movement or the cold war and U.S. Society. **[CR11], [CR12]**

[CR11] – Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. – Patterns of continuity and change over time (Proficiency Skills D3, D4)

[CR12] – Students are provided opportunities to explain and analyze different models of periodization. – Periodization (Proficiency Skills D5, D6, D7)

Unit 8 Test [Key Concepts 8.1-8.3]: The test will be three parts, Part 1 Multiple Choice, Part 2 Short Answer, Part 3 Free Response Question, and part 4 will be a Document Based Questions.

Unit 9: 1980-Present [CR2]

[CR2] – Each of the course historical periods receives explicit attention.

The American Pageant, Chapters 40-42

Content: Summary of Ronald Reagan's domestic and foreign policies; George Bush Sr. and the end of the Cold War; Clinton as a New Democrat; Technology and economic bubbles and recessions, race relations, and the role of women; changing demographics and the return of poverty; rise of the prison industrial complex and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: Change or continuity?

Primary Source Analysis [Learning Objectives 1.0-3.0, WXT-2.0]: Jerry Falwell, *Listen America!* (1980); the evil empire; William Hyland, *The Cold War is Over* (1990); the axis of evil; "The New Segregation: by Carl Chancellor and Richard D. Gahlenberg [Washington Monthly (Nov/Dec 2014)]; Betty Fiedan, *Beyond Gender* (1997); Robert Putnam's *Bowling Alone: The Collapse and Revival of American Community* (2000); Richard Walelly, "Couch Potato Democracy" (1996); John Lewis Gaddis, "Setting Right a Dangerous World" (2002); and political cartoons (pro or con on the Patriot Act (2001). **[CR1b]**

[CR1b] – The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Structured Academic Controversy (SAC) [Learning Objective NAT-4.0]: Students will read a variety of primary and secondary sources discussing the U.S. and the second Iraqi War. Students will then decide whether they think the second Iraqi war was necessary or a mistake. After they have made their decision, students will form a thesis statement, and support their thesis statement with specific textual evidence. This will then be presented in writing, or through class discussion. Students will analyze the sources for the following features: author's point of view, author's purpose, audience, and historical context. **[CR1c], [CR5]**

[CR1c] – The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR5] – Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context.

You be the Judge (YBTJ) [Learning Objectives MIG-2.0]: Students will read a variety of primary source information. Students will contextualize this information with prior knowledge from their primary textbook. Students will explain the different causes and effects of the event and evaluate its significance. Students will develop a thesis answering this question, and back it using specific textual evidence in a short essay, or a graphic organizer. **[CR8], [CR10].**

[CR8] – Students are provided opportunities to situate historical events, developments, or processes within the broader regional, or global context in which they occurred. – Contextualization (Proficiency Skills C3)

[CR10] – Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. – Causation (Proficiency Skills D1, D2)

Chronological Reasoning Lesson [Learning Objective WOR-2.0]: Students will be placed in groups, and be provided 10 events from this period of time. Students will need to put the events in order, naming the decade in which they occurred. Students will also identify the significance of the event, and analyze how it influenced the event that occurred before and after it. **[CR7], [CR8]**

[CR7] – Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison & Synthesis (Proficiency Skills

C2, C4)

[CR8] – Students are provided opportunities to situate historical events, developments, or processes within the broader regional, or global context in which they occurred. – Contextualization (Proficiency Skills C3)

Document Based Question (DBQ) [Learning Objective WOR-2.0]: Students will complete a DBQ on the topic of the War on Drugs, The U.S. in the Middle East, and Foreign Policy after the Cold War. **[CR13], [CR14]**

[CR13] – Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. – Argumentation (Proficiency Skill E1)

[CR14] – Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. – Argumentation (Proficiency Skills E2, E3, E4)

Free Response Question (FRQ) [Learning Objective WOR-2.0]: Students will complete a FRQ on the topic of the War on Drugs, The U.S. in the Middle East, and Foreign Policy after the Cold War. **[CR11], [CR12]**

[CR11] – Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. – Patterns of continuity and change over time (Proficiency Skills D3, D4)

[CR12] – Students are provided opportunities to explain and analyze different models of periodization. – Periodization (Proficiency Skills D5, D6, D7)

Unit 9 Test [Key Concepts 9.1-9.3]: The test will be three parts, Part 1 Multiple Choice, Part 2 Short Answer, Part 3 Free Response Question, and part 4 will be a Document Based Questions.