AP United States History Curriculum

**Course Description:** This course is a rigorous survey course of US History from discovery to the present. The course is a standard first-year college course equivalent to two semesters (History 120 and 121) and is designed to prepare the students for success on the AP exam in the spring. The course is primarily lecture, analysis of primary source documents, and discussion. Critical thinking and writing skills are emphasized. The student is expected to do daily reading outside of class. This course is offered with a dual-credit option.

**Scope and Sequence:**

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Unit I: Pre-Colonial to Early Republic (1491-1800)

Subject: AP US History  
Grade: 11  
Name of Unit: Pre-Colonial to Early Republic (1491-1800)  
Length of Unit: 5 weeks  
Overview of Unit: Unit I focuses start with the Spanish, French, and English colonies in North America; how those colonies interacted with each other & with the Native American Indian tribes they encountered and the cultures they developed. The focus then follows the growth of the English colonies through their social, political, economic, and intellectual independence and the growth of the new nation discovering its own identity.

Priority Standards for unit:

- **Key Concept 1.1** — As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
  
  I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.
    
    A. The spread of maize cultivation from present-day Mexico northward into the present day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.
    
    B. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.
    
    C. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.
    
    D. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

- **Key Concept 1.2** — Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.
  
  I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.
    
    A. European nations’ efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity
B. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

C. Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

A. Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

B. In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation based agriculture and extract precious metals and other resources.

C. European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

D. The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

A. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture.

B. As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

C. Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

- Key Concept 2.1 — Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American
environments where they settled, and they competed with each other and American Indians for resources.

I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

A. Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.

B. French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.

C. English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.

A. The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.

B. The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

C. The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.

D. The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.

E. Distance and Britain’s initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The
New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.
   A. An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.
   B. Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.
   C. Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.
   D. The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.
   E. British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom’s War (King Philip’s War) in New England.
   F. American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

- Key Concept 2.2 — The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.
  I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.
     A. The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange,
which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.

B. The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism.

C. The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.

D. Colonists’ resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

II. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.

A. All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

B. As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.

C. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.

- Key Concept 3.1 — British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

I. The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years’ War (the French and Indian War), in which Britain defeated France and allied American Indians.
A. Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.

B. Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.

C. After the British victory, imperial officials’ attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.

II. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.

A. The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.

B. Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.

C. The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.

D. In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.

E. Despite considerable loyalist opposition, as well as Great Britain’s apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington’s military leadership, the colonists’ ideological commitment and resilience, and assistance sent by European allies.

- Key Concept 3.2 — The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

I. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.
A. Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans’ view of themselves as a people blessed with liberty.

B. The colonists’ belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine’s Common Sense and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans’ understanding of the ideals on which the nation was based.

C. During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

D. In response to women’s participation in the American Revolution, Enlightenment ideas, and women’s appeals for expanded roles, an ideal of “republican motherhood” gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.


II. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.

A. Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

B. The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.

C. Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.

D. The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.
E. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.

III. New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.
   A. During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.
   B. Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties—most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.
   C. The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution.
   D. Ideas about national identity increasingly found expression in works of art, literature, and architecture.

- Key Concept 3.3 — Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.
  I. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.
     A. Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain.
     B. As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.
     C. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.
D. An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.
E. The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.

II. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.
A. The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.
B. War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.
C. George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.

Related Thematic Learning Objectives:
- NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity
- NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society
- NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.
- POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed
- POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions
- POL-3.0: Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.
- WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
- WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- WXT-3.0: Analyze how technological innovation has affected economic development and society.
- WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
- MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.
- MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
- GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
- CUL-1.0: Explain how religious groups and ideas have affected American society and political life.
- CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.
- CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

**Unit Vocabulary:**

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<th>Academic Cross-Curricular Words</th>
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<td>Great Plains</td>
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<td>plantation-based agriculture</td>
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<td>empire building</td>
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Feudalism
Capitalism
white superiority
political autonomy
cultural autonomy

**Period 2 Terms**
Spanish colonization
French colonization
Dutch colonization
British colonization
intermarriage
cross-racial sexual unions
indentured servants
Atlantic slave trade
overt resistance
covert resistance
New England colonies
Puritans
homogeneous society
diverse middle colonies
staple crops
Pueblo Revolt
English view of land ownership and gender roles
“Atlantic World”
African slave trade
Anglicization
Enlightenment ideas
British imperial system
mercantilist economies

**Period 3 Terms**
French-Indian fur trade
Encroachment
Seven Year’ War
colonial elites
artisans
Loyalist
Patriots
| French Revolution                      |
| George Washington                     |
| Washington’s farewell address         |
| republican government                 |
| natural rights                        |
| Thomas Paine                          |
| Common Sense                          |
| Declaration of Independence           |
| Articles of Confederation             |
| legislative branch                    |
| property qualifications               |
| Constitution                          |
| separation of powers                  |
| Bill of Rights                        |
| Federalism                            |
| ratification process                  |
| American Revolution                   |
| Multi-ethnic                          |
| Multi-racial                          |
| backcountry                           |
| mission settlements                   |
| trans-Appalachian west                |
| Northwest Ordinance                   |
| Republican Motherhood                 |
| free navigation of the Mississippi    |
Topic 1: Three Worlds Collide

Essential Questions:
1. How did different native societies adapt to and transform their environments?
2. Why did Europeans colonize the Americas?
3. How did the Columbian Exchange affect Europe, Africa, and North America? How did it affect interaction between and among Europeans, Africans, and Native Americans?
4. How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?

Enduring Understandings/Big Ideas:
1. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.
2. European nations’ efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.
3. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.
4. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture.

Skills Addressed:
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time
Engaging Experience 1

Title: Examining Native American Society by Region

Suggested Length of Time: 2 days

Standards Addressed

Priority:
- Key Concept 1.1
- Key Concept 1.2
- Key Concept 1.3

Thematic Learning Objectives:
- MIG-2.0
- GEO-1.0
- WXT-1.0
- WXT-2.0
- WOR-1.0
- MIG-1.0
- CUL-1.0
- CUL-4.0

Detailed Description/Instructions: After viewing the first episode of the PBS video series The West, students work in groups to examine a Native American society in a particular region: Numiiipu (Nez Perce), Chumash, Dakota (Lakota), Natchez, Pueblo, Creek, or Iroquois. Students focus on the society’s social structure, political structure, economic subsistence and trade, dwellings, and interactions with the environment before European contact. (Students will have read Alan Taylor’s article to help prepare for thinking about the environment). After the preceding activity, student groups use whiteboards (and images if they can find any) to report their findings to the class. Groups are evaluated on a standard rubric (which includes presentation style, quality of information, and responsiveness to questions); in this activity they are also assessed for their understanding of social change. We then conduct a whole-group discussion comparing the societies and reaching general conclusions.

Bloom’s Levels: Analyze

Webb’s DOK: 4
**Engaging Experience 2**

**Title:** The Columbian Exchange  
**Suggested Length of Time:** 1 day  
**Standards Addressed**

*Priority:*
- Key Concept 1.1  
- Key Concept 1.2  
- Key Concept 1.3

*Thematic Learning Objectives:*
- MIG-2.0  
- GEO-1.0  
- WXT-1.0  
- WXT-2.0  
- WOR-1.0  
- MIG-1.0  
- CUL-1.0  
- CUL-4.0

*Detailed Description/Instructions:* The class participates in a guided discussion on the beginnings of European colonization and settlement and on the Columbian Exchange. Then, working with a partner, students brainstorm the anticipated effects of the Columbian Exchange on their assigned societies (from the previous activity). The activity concludes with more in-depth analysis of these effects on Europeans, Africans, and Native Americans.

*Bloom’s Levels:* Analyze  
*Webb’s DOK:* 3

**Engaging Experience 3**

**Title:** Opposing Views  
**Suggested Length of Time:** 1 day  
**Standards Addressed**

*Priority:*
- Key Concept 1.1  
- Key Concept 1.2  
- Key Concept 1.3

*Thematic Learning Objectives:*
- MIG-2.0  
- GEO-1.0  
- WXT-1.0  
- WXT-2.0  
- WOR-1.0  
- MIG-1.0
Detailed Description/Instructions: After a brief introduction to document analysis, students form pairs and read a document by either Sepúlveda or Las Casas. After reading and analyzing their document, the students participate in a discussion about the opposing views the Spanish had regarding the Native Americans, the conflicts between the worldviews of the two groups who held these perspectives, and the outcomes of the debate between these two authors. The students then read a brief biography of Juan de Oñate, after which they take notes on a lecture and discussion examining the Spanish colonists’ efforts to spread their control in the Southwest and also examining the Native Americans’ resistance to that control; additionally, we examine the colonists’ efforts to exploit the resources of the New World by importing African slaves.

Bloom’s Levels: Analyze
Webb’s DOK: 3
**Topic 2: European Colonization**

**Essential Questions:**
1. What factors led to the creation and development of distinct Spanish, French, and Dutch colonial regions in North America?
2. How did relations between Spanish, French, and Dutch colonists and Native Americans evolve over time?

**Enduring Understandings/Big Ideas:**
1. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.
2. Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.

**Skills Addressed:**
- Argument Development
- Contextualization
- Comparison

**Engaging Experience 1**

**Title:** Comparing Colonies

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*
- Key Concept 2.1

**Thematic Learning Objectives:**
- MIG-1.0
- WOR-1.0
- CUL-4.0
- WXT-2.0

**Detailed Description/Instructions:** After introducing the unit, students work in small groups to create a chart comparing the Spanish, French, and Dutch North American colonies on these criteria:
- Geography: their areas of settlement
- Politics: organization and control from the home country
- Economics: goals, activities, and labor
- Social: structure of society including gender and class, and racial gradations and hierarchy
• Relations with the Native Americans Students discuss the most significant similarities and differences between the three colonial regions.

Bloom’s Levels: Analyze
Webb’s DOK: 2
Topic 3: Early English Colonization

**Essential Questions**
1. What factors led to the creation and development of distinct colonial regions in British North America?
2. How did relations between English colonists and Native Americans evolve over time?

**Enduring Understandings/Big Ideas:**
1. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.
2. Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Experience 1**
**Title:** Letter from John Pory  
**Suggested Length of Time:** 1 day  
**Standards Addressed**

*Priority:*
- Key Concept 2.1

*Thematic Learning Objectives:*
- MIG-1.0
- MIG-2.0
- WOR-1.0
- NAT-1.0
- WXT-2.0
- GEO-1.0
- CUL-4.0
**Detailed Description/Instructions:** After engaging in a document-prompt exercise focusing on an excerpt from the letter from John Pory, students discuss the features of English settlement in the New World. The discussion develops the skill of analyzing evidence by having students analyze the chronology of English settlement of the Chesapeake, emphasizing topics such as the development of the tobacco culture and indentured servitude, relations with the Native Americans, and the development of royal colonies.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2

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**Engaging Experience 2**

**Title:** City Upon a Hill

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*

- Key Concept 2.1

*Thematic Learning Objectives:*

- MIG-1.0
- MIG-2.0
- WOR-1.0
- NAT-1.0
- WXT-2.0
- GEO-1.0
- CUL-4.0

**Detailed Description/Instructions:** Students engage in a guided discussion on John Winthrop’s “City upon a Hill” and other short primary sources, using them to analyze English settlement in New England. The discussion activity develops the skill of analyzing evidence by having students trace the chronology of English settlement of the New England colonies. Next, working in groups, students analyze Puritan court case records to develop an understanding of Puritan values.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2
Engaging Experience 3
Title: William Penn’s Peaceable Kingdom
Suggested Length of Time: 1 day
Standards Addressed
  Priority:
    ● Key Concept 2.1

  Thematic Learning Objectives:
    ● MIG-1.0
    ● MIG-2.0
    ● WOR-1.0
    ● NAT-1.0
    ● WXT-2.0
    ● GEO-1.0
    ● CUL-4.0

Detailed Description/Instructions: Students examine primary sources in a guided discussion about William Penn’s ideas for English settlement of the Middle Colonies. As was done on previous days, students analyze the sources and a chronology of settlement. Students discuss Quaker values and compare them to the values of the Puritans.

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 4
Title: AP United States History Document-Based Questions, 1973–1999
Suggested Length of Time: 1 day
Standards Addressed
  Priority:
    ● Key Concept 2.1

  Thematic Learning Objectives:
    ● MIG-1.0
    ● MIG-2.0
    ● WOR-1.0
    ● NAT-1.0
    ● WXT-2.0
    ● GEO-1.0
    ● CUL-4.0

Detailed Description/Instructions: Working in groups, students collaboratively outline an answer to the 1993 AP U.S. History Exam’s DBQ, which involves comparing the Chesapeake and New England colonies.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Topic 4: Eighteenth-Century Colonial Society

Essential Questions
1. How and why did slavery develop in the British colonies?
2. What factors shaped the development of Native American society after contact with the Europeans in North America?
3. How were changing religious ideals, Enlightenment beliefs, and republican perspectives influenced by Atlantic World exchanges? How did these ideas and beliefs shape colonial identity, politics, culture, and society?

Enduring Understandings/Big Ideas:
1. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.
2. Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts. Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.
3. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

Skills Addressed:
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

Engaging Experience 1
Title: “Introduction, Definitions, and Historiography: What is Atlantic History?”
Suggested Length of Time: 2 days
Standards Addressed

Priority:
- Key Concept 2.1
- Key Concept 2.2
Thematic Learning Objectives:

- NAT-1.0
- POL-1.0
- WXT-1.0
- WXT-2.0
- CUL-1.0
- CUL-2.0
- CUL-3.0
- CUL-4.0
- WOR-1.0

Detailed Description/Instructions: The class begins with a discussion of Allison Games’s article on the Atlantic World. Then, after learning about mercantilism and the Navigation Acts, students complete an activity in which they read excerpts from secondary sources. They then work with a partner to craft questions as if they were going to interview both a British and a colonial official about the effect of British policies on the colonial political and social situation. After a follow-up discussion about the questions they created in the previous activity, students write a short-answer response to a prompt asking how the Atlantic World shaped the development of the American colonies.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2
Title: The Development of Slavery
Suggested Length of Time: 1 day
Standards Addressed

Priority:
- Key Concept 2.1
- Key Concept 2.2

Thematic Learning Objectives:

- NAT-1.0
- POL-1.0
- WXT-1.0
- WXT-2.0
- CUL-1.0
- CUL-2.0
- CUL-3.0
- CUL-4.0
- WOR-1.0
**Detailed Description/Instructions:** After reading two historians’ arguments on the development of slavery, students engage in a guided discussion on the relationship between slavery as an institution and the events of the Stono Rebellion. Working with a partner, students compare the Stono Rebellion to three previous events (Metacom’s War, Pueblo Revolt, and Bacon’s Rebellion) and argue which it was most similar to and most different from. The activity concludes with student presentations of their viewpoints.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

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**Engaging Experience 3**  
**Title:** Excerpts from Alan Taylor  
**Suggested Length of Time:** 1 day  
**Standards Addressed**

*Priority:*  
- Key Concept 2.1  
- Key Concept 2.2

*Thematic Learning Objectives:*  
- NAT-1.0  
- POL-1.0  
- WXT-1.0  
- WXT-2.0  
- CUL-1.0  
- CUL-2.0  
- CUL-3.0  
- CUL-4.0  
- WOR-1.0

**Detailed Description/Instructions:** Students read two excerpts from Alan Taylor’s American Colonies and write individual responses to the following questions: How did the Natchez, Choctaw, and Iroquois Indians respond to European colonization? How and why did their relations with the French and British differ? Were there any similarities? How and why was European colonization changing Native American society? What would have happened if the French had left North America? The class reviews their answers in a whole-group discussion. To conclude, the class discusses the meaning of the following statement quoted by Taylor: In the early 1700s, a New York official stated: “To preserve the Balance between us and the French is the great ruling Principle of the Modern Indian Politics.”

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3
Engaging Experience 4

Title: Comparing the Great Awakening to the Enlightenment

Suggested Length of Time: 1 day

Standards Addressed

Priority:
- Key Concept 2.1
- Key Concept 2.2

Thematic Learning Objectives:
- NAT-1.0
- POL-1.0
- WXT-1.0
- WXT-2.0
- CUL-1.0
- CUL-2.0
- CUL-3.0
- CUL-4.0
- WOR-1.0

Detailed Description/Instructions: In a whole-group discussion, students read and analyze Jonathan Edwards’s sermon “Sinners in the Hands of an Angry God” and Benjamin Franklin’s commentary on George Whitefield. They then use the sermon and short excerpts of other primary sources to compare the Great Awakening to the Enlightenment, connecting both to the development of the Atlantic World and considering their effects on the development of American national identity.

The students complete a matching activity in which they attribute quotations to the appropriate author or speaker, choosing from a list of five to seven historical actors in the period (Franklin, Whitefield, etc.). Students have to explain the rationale for their answers by providing two to three sentences of context.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Topic 5: The Road to Independence

**Essential Questions:**
1. How did the French and Indian War affect the Native American population and the relations between Britain and its colonies?
2. How did conceptions of American identity and democratic ideals emerge and shape the movement for independence?
3. Why did the colonists rebel against Britain?

**Enduring Understandings/Big Ideas:**
1. Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.
2. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.
3. British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Experience 1**
**Title:** “The Real First World War and the Making of America”
**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*
- Key Concept 3.1

*Supporting:*
- MIG-2.0
- WOR-1.0
- NAT-1.0
- POL-2.0
**Detailed Description/Instructions:** Introduce the key themes of the topic in a brief lecture on the causes and course of the French and Indian War. Students then work in pairs to compare Fred Anderson’s article to their textbook’s account and discuss the different arguments’ implications for historical causality. Finally, students work in groups to complete an activity in which they (acting as British citizens) propose to the King (teacher) how Britain should try to solve its problems following the war.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

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**Engaging Experience 2**

**Title:** Causes of the American Revolution

**Suggested Length of Time:** 2 days

**Standards Addressed**

*Priority:*

- Key Concept 3.1

*Supporting:*

- MIG-2.0
- WOR-1.0
- NAT-1.0
- POL-2.0

**Detailed Description/Instructions:** In a class discussion, students analyze brief competing quotations, including a quotation from a letter by John Adams, on the causes of the American Revolution. Students next take notes on a video — from the PBS series Liberty! — about the causes of the Revolution; they then review the video in a class discussion. Finally, students work independently to create a chart comparing the Stamp Act, the Townshend Acts, the Tea Act, and the Coercive Acts, emphasizing British goals and colonial reactions.

Working in groups, students create outlines for answering the 1999 DBQ, To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? They also write a thesis statement and topic sentences for the DBQ essay.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Topic 6: Declaring and Winning Independence

**Essential Questions**
1. How did democratic and republican ideals and emerging conceptions of American identity lead to the Declaration of Independence and the development of American political institutions?
2. What was the immediate and long-term significance of the Declaration of Independence? How did the Declaration of Independence shape belief systems and independence movements in the Atlantic World?
3. Why did the rebels win the war for independence?

**Enduring Understandings/Big Ideas:**
1. The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.
3. Despite considerable loyalist opposition, as well as Great Britain’s apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington’s military leadership, the colonists’ ideological commitment and resilience, and assistance sent by European allies.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Experience 1**

**Title:** Common Sense

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*
- Key Concept 3.1
- Key Concept 3.2
Supporting:
- NAT-1.0
- POL-2.0
- WOR-1.0
- CUL-1.0
- CUL-3.0

Detailed Description/Instructions: Students individually analyze excerpts from Common Sense and then answer questions about the Declaration of Independence. In a class discussion, students review the questions and discuss which paragraph of the Declaration they believe is the most important.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2

Title: “Strategies for Teaching the Declaration of Independence in a Global Context”

Suggested Length of Time: 2 days

Standards Addressed

Priority:
- Key Concept 3.1
- Key Concept 3.2

Supporting:
- NAT-1.0
- POL-2.0
- WOR-1.0
- CUL-1.0
- CUL-3.0

Detailed Description/Instructions: After taking notes on a brief lecture on the global impact of the Declaration of Independence, students work in groups to analyze one of the various declarations of independence produced by U.S. states (Texas, South Carolina) or other countries (Venezuela, Vietnam, Czechoslovakia, Liberia). These can all easily be found online. Then, in a class discussion, the students examine the significance of the Declaration by comparing it to the other declarations of independence.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Engaging Experience 3  
Title: “The American Crisis”  
Suggested Length of Time: 1 days  
Standards Addressed

Priority:
- Key Concept 3.1
- Key Concept 3.2

Supporting:
- NAT-1.0
- POL-2.0
- WOR-1.0
- CUL-1.0
- CUL-3.0

Detailed Description/Instructions: Before class, students complete an activity analyzing the advantages experienced by each side in the American Revolution. Class begins with a document-prompt activity on The American Crisis. Next, students analyze why the patriots won the Revolution by whiteboarding in groups and presenting to the class their summary of the environmental, military, political, diplomatic, and ideological reasons for the patriot victory. (Each group must mention a specific person and a specific battle or event in their response.)

Bloom’s Levels: Analyze
Webb’s DOK: 3
Topic 7: Republican Governments

Essential Questions:
1. How did democratic and republican values and competing conceptions of national identity affect the development and success of the Articles of Confederation? How did these factors affect the development and ratification of the Constitution?

Enduring Understandings/Big Ideas:
1. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence. The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government. Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.

Skills Addressed:
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

Engaging Experience 1
Title: “Episode Six: Are We to Be a Nation?”
Suggested Length of Time: 3 days
Standards Addressed

Priority:
- Key Concept 3.2

Supporting:
- NAT-2.0
- POL-1.0
- POL-3.0
- WXT-2.0
- MIG-2.0
- GEO-1.0
**Detailed Description/Instructions:** Students read the Articles of Confederation, creating a graphic organizer that highlights the issue of the Articles’ effectiveness. In a guided discussion, students then discuss key points about the Articles. The class concludes with students taking notes on one section of “Are We to Be a Nation?” from the PBS series Liberty! Working in groups, students continue evaluating the Articles of Confederation by outlining an answer to a DBQ about them. The class concludes with students taking notes on another section of “Are We to Be a Nation?” Students write a thesis statement and topic sentences based on the DBQ outline they created in the previous activity. This activity is the next step in the scaffolding of the skills necessary for writing a DBQ.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

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**Engaging Experience 2**  
**Title:** Compromises at the Convention  
**Suggested Length of Time:** 1 day  
**Standards Addressed**

*Priority:*
- Key Concept 3.2

*Supporting:*
- NAT-2.0  
- POL-1.0  
- POL-3.0  
- WXT-2.0  
- MIG-2.0  
- GEO-1.0

**Detailed Description/Instructions:** Class begins with a document-prompt activity in which students read and compare the assessments of the Constitutional Convention offered by Thomas Jefferson and George Washington. Next, after listening to a lecture on the events that led to the Convention, students examine primary sources and draw on them to discuss the compromises. Working in groups, students use copies of the Constitution and Bill of Rights to answer questions about the structure and powers of the newly formed federal government. After a whole-group discussion, students complete a written activity in which they explain the connection between different articles of the Constitution and relevant social and political causes and contexts made at the Convention.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3
Topic 8: Political Debates in the Early Republic

**Essential Questions**
1. How and why did the first major party system develop in the early Republic? What were Alexander Hamilton and Thomas Jefferson’s competing conceptions of national identity, foreign policy, and the future of America?

**Enduring Understandings/Big Ideas:**
1. Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches. Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties—most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.

**Skills Addressed:**
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Experience 1**
**Title:** Liberty and Order Debates
**Suggested Length of Time:** 3 days
**Standards Addressed**

*Priority:*
- Key Concept 3.2
- Key Concept 3.3

*Supporting:*
- NAT-2.0
- NAT-3.0
- POL-1.0
- POL-3.0
- WXT-2.0
- WOR-1.0
- WOR-3.0
Detailed Description/Instructions: For a multiday set of role-playing activities, students are divided into two groups, “Liberty” and “Order.” On the first day, the Federalists (Order) debate the Anti-Federalists (Liberty) on whether the Constitution should be ratified. On the second day, the Democratic-Republicans (Liberty) debate the Federalists (Order) on how to solve the economic crisis facing the new nation. On the third day, the Democratic-Republicans debate the Federalists on how best to solve the foreign policy issues facing the new nation. On the fourth day, the Democratic-Republicans debate the Federalists on the Election of 1800. In the course of each day’s debate, students complete a graphic organizer summarizing each set of positions. After each day’s debate concludes, we hold a fact-check session to explore how the issues raised played out in American history and to assess student understanding of the key concepts. At the end of the final day, students individually use their graphic organizer notes to construct a brief outline comparing and contrasting the main arguments on the Constitution in the period 1787–1800.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Scenario

Students individually write responses to the 1999 AP U.S. History Exam’s DBQ on the early colonies’ sense of identity: To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution?

For the document-based question, a good response should: n contain an evaluative thesis that establishes the student’s argument and responds to the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph. n describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference. Explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference. Use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question. Explain how the document’s point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Worlds Collide</td>
<td>Examining Native American Society by Region</td>
<td>After viewing the first episode of the PBS video series The West, students work in groups to examine a Native American society in a particular region: Numiipu (Nez Perce), Chumash, Dakota (Lakota), Natchez, Pueblo, Creek, or Iroquois. Students focus on the society’s social structure, political structure, economic subsistence and trade, dwellings, and interactions with the environment before European contact. (Students will have read Alan Taylor’s article to help prepare for thinking about the environment). After the preceding activity, student groups use whiteboards (and images if they can find any) to report their findings to the class. Groups are evaluated on a standard rubric (which includes presentation style, quality of information, and responsiveness to questions); in this activity they are also assessed for their understanding of social change. We then conduct a whole-group discussion comparing the societies and reaching general conclusions.</td>
<td>2 days</td>
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<tr>
<td>Three Worlds Collide</td>
<td>The Columbian Exchange</td>
<td>The class participates in a guided discussion on the beginnings of European colonization and settlement and on the Columbian Exchange. Then, working with a partner, students brainstorm the anticipated effects of the Columbian Exchange on their assigned societies (from the previous activity). The activity concludes with more in-depth analysis of these effects on Europeans, Africans, and Native Americans.</td>
<td>1 day</td>
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<tr>
<td>Three Worlds Collide</td>
<td>Opposing Views</td>
<td>After a brief introduction to document analysis, students form pairs and read a document by either Sepúlveda or Las Casas. After reading and analyzing their document, the students participate in a discussion about the opposing views the Spanish had regarding the Native Americans, the conflicts between the worldviews of the two groups who held these perspectives, and the outcomes of the debate between these two authors. The students then read a brief biography of Juan de Oñate, after which they take notes on a lecture and discussion examining the Spanish colonists’ efforts to spread their control in the Southwest and also examining the Native Americans’ resistance to that control; additionally, we examine the colonists’ efforts to exploit the resources of the New World by importing African slaves.</td>
<td>1 day</td>
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</tbody>
</table>
| European Colonization | Comparing Colonies | After introducing the unit, students work in small groups to create a chart comparing the Spanish, French, and Dutch North American colonies on these criteria:  
- Geography: their areas of settlement  
- Politics: organization and control from the home country  
- Economics: goals, activities, and labor  
- Social: structure of society including gender and class, and racial gradations and hierarchy  
- Relations with the Native Americans  
Students discuss the most significant similarities and differences between the three colonial regions. | 1 day |
| Early English Colonization | Letter from John Pory | After engaging in a document-prompt exercise focusing on an excerpt from the letter from John Pory, students discuss the features of English settlement in the New World. The discussion | 1 day |
| Early English Colonization | City Upon a Hill | Students engage in a guided discussion on John Winthrop’s “City upon a Hill” and other short primary sources, using them to analyze English settlement in New England. The discussion activity develops the skill of analyzing evidence by having students trace the chronology of English settlement of the New England colonies. Next, working in groups, students analyze Puritan court case records to develop an understanding of Puritan values. | 1 day |
| Early English Colonization | William Penn’s Peaceable Kingdom | Students examine primary sources in a guided discussion about William Penn’s ideas for English settlement of the Middle Colonies. As was done on previous days, students analyze the sources and a chronology of settlement. Students discuss Quaker values and compare them to the values of the Puritans. | 1 day |
| Early English Colonization | AP United States History Document-Based Questions, 1973–1999 | Working in groups, students collaboratively outline an answer to the 1993 AP U.S. History Exam’s DBQ, which involves comparing the Chesapeake and New England colonies. | 1 day |
| Eighteenth-Century Colonial Society | “Introduction, Definitions, and Historiography: What is Atlantic History?” | The class begins with a discussion of Allison Games’ article on the Atlantic World. Then, after learning about mercantilism and the Navigation Acts, students complete an activity in which they read excerpts from secondary sources. They then work with a partner to craft questions as if they were going to interview both | 2 days |
| Eighteenth-Century Colonial Society | The Development of Slavery | Students read two excerpts from Alan Taylor’s American Colonies and write individual responses to the following questions: How did the Natchez, Choctaw, and Iroquois Indians respond to European colonization? How and why did their relations with the French and British differ? Were there any similarities? How and why was European colonization changing Native American society? What would have happened if the French had left North America? The class reviews their answers in a whole-group discussion. To conclude, the class discusses the meaning of the following statement quoted by Taylor: In the early 1700s, a New York official stated: “To preserve the Balance between us and the French is the great ruling Principle of the Modern Indian Politics.” | 1 day |

| Eighteenth-Century Colonial Society | Excerpts from Alan Taylor | After reading two historians’ arguments on the development of slavery, students engage in a guided discussion on the relationship between slavery as an institution and the events of the Stono Rebellion. Working with a partner, students compare the Stono Rebellion to three previous events (Metacom’s War, Pueblo Revolt, and Bacon’s Rebellion) and argue which it was most similar to and most different from. The activity concludes with student presentations of their viewpoints. | 1 day |

|  | a British and a colonial official about the effect of British policies on the colonial political and social situation. After a follow-up discussion about the questions they created in the previous activity, students write a short-answer response to a prompt asking how the Atlantic World shaped the development of the American colonies. |  |  |
| Eighteenth-Century Colonial Society | Comparing the Great Awakening to the Enlightenment | In a whole-group discussion, students read and analyze Jonathan Edwards’s sermon “Sinners in the Hands of an Angry God” and Benjamin Franklin’s commentary on George Whitefield. They then use the sermon and short excerpts of other primary sources to compare the Great Awakening to the Enlightenment, connecting both to the development of the Atlantic World and considering their effects on the development of American national identity. The students complete a matching activity in which they attribute quotations to the appropriate author or speaker, choosing from a list of five to seven historical actors in the period (Franklin, Whitefield, etc.). Students have to explain the rationale for their answers by providing two to three sentences of context. | 1 day |
| The Road to Independence | “The Real First World War and the Making of America” | I begin by introducing the key themes of the unit in a brief lecture on the causes and course of the French and Indian War. Students then work in pairs to compare Fred Anderson’s article to their textbook’s account and discuss the different arguments’ implications for historical causality. Finally, students work in groups to complete an activity in which they (acting as British citizens) propose to the King (teacher) how Britain should try to solve its problems following the war. | 1 day |
| The Road to Independence | Causes of the American Revolution | In a class discussion, students analyze brief competing quotations, including a quotation from a letter by John Adams, on the causes of the American Revolution. Students next take notes on a video — from the PBS series Liberty! — about the causes of the Revolution; they then review the video in a class discussion. Finally, students work independently to create a chart comparing the Stamp Act, the Townshend Acts, | 2 days |
the Tea Act, and the Coercive Acts, emphasizing British goals and colonial reactions. Working in groups, students create outlines for answering the 1999 DBQ, To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? They also write a thesis statement and topic sentences for the DBQ essay.

<table>
<thead>
<tr>
<th>Declaring and Winning Independence</th>
<th>Common Sense</th>
<th>Students individually analyze excerpts from Common Sense and then answer questions about the Declaration of Independence. In a class discussion, students review the questions and discuss which paragraph of the Declaration they believe is the most important</th>
<th>1 day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaring and Winning Independence</td>
<td>Strategies for Teaching the Declaration of Independence in a Global Context”</td>
<td>After taking notes on a brief lecture on the global impact of the Declaration of Independence, students work in groups to analyze one of the various declarations of independence produced by U.S. states (Texas, South Carolina) or other countries (Venezuela, Vietnam, Czechoslovakia, Liberia). These can all easily be found online. Then, in a class discussion, the students examine the significance of the Declaration by comparing it to the other declarations of independence.</td>
<td>2 days</td>
</tr>
<tr>
<td>Declaring and Winning Independence</td>
<td>“The American Crisis”</td>
<td>Before class, students complete an activity analyzing the advantages experienced by each side in the American Revolution. Class begins with a document-prompt activity on The American Crisis. Next, students analyze why the patriots won the Revolution by whiteboarding in groups and presenting to the class their summary of the environmental, military, political, diplomatic, and ideological reasons for the patriot victory. (Each group must mention a specific person and a specific battle or event in their response.)</td>
<td>1 day</td>
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<tr>
<td>Topic</td>
<td>Activity</td>
<td>Description</td>
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<tr>
<td>Republican Governments</td>
<td>“Episode Six: Are We to Be a Nation?”</td>
<td>Students read the Articles of Confederation, creating a graphic organizer that highlights the issue of the Articles’ effectiveness. In a guided discussion, students then discuss key points about the Articles. The class concludes with students taking notes on one section of “Are We to Be a Nation?” from the PBS series Liberty! Working in groups, students continue evaluating the Articles of Confederation by outlining an answer to a DBQ about them. The class concludes with students taking notes on another section of “Are We to Be a Nation?” Students write a thesis statement and topic sentences based on the DBQ outline they created in the previous activity. This activity is the next step in the scaffolding of the skills necessary for writing a DBQ.</td>
<td>3 days</td>
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<tr>
<td>Republican Governments</td>
<td>Compromises at the Convention</td>
<td>Class begins with a document-prompt activity in which students read and compare the assessments of the Constitutional Convention offered by Thomas Jefferson and George Washington. Next, after listening to a lecture on the events that led to the Convention, students examine primary sources and draw on them to discuss the compromises. Working in groups, students use copies of the Constitution and Bill of Rights to answer questions about the structure and powers of the newly formed federal government. After a whole-group discussion, students complete a written activity in which they explain the connection between different articles of the Constitution and relevant social and political causes and contexts made at the Convention.</td>
<td>1 day</td>
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<tr>
<td>Political Debates in the Early Republic</td>
<td>Liberty and Order Debates</td>
<td>For a multiday set of role-playing activities, students are divided into two groups, “Liberty” and “Order.” On the first day, the Federalists (Order) debate the Anti-Federalists (Liberty) on</td>
<td>3 days</td>
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</table>
whether the Constitution should be ratified. On the second day, the Democratic-Republicans (Liberty) debate the Federalists (Order) on how to solve the economic crisis facing the new nation. On the third day, the Democratic-Republicans debate the Federalists on how best to solve the foreign policy issues facing the new nation. On the fourth day, the Democratic-Republicans debate the Federalists on the Election of 1800. In the course of each day’s debate, students complete a graphic organizer summarizing each set of positions. After each day’s debate concludes, we hold a fact-check session to explore how the issues raised played out in American history and to assess student understanding of the key concepts. At the end of the final day, students individually use their graphic organizer notes to construct a brief outline comparing and contrasting the main arguments on the Constitution in the period 1787–1800.
Unit 2: National Power Defeats States’ Rights (1800-1877)

Subject: AP US History
Grade: 11
Name of Unit: National Power Defeats States’ Rights (1800-1877)
Length of Unit: 5 weeks

Overview of Unit: Unit II focus starts on the growth of the new country (primarily physical and economic, but also social and intellectual growth) and on how that growth exacerbates existing differences in understanding of the Constitution. The focus shifts to the conflicts those differences create, how they are resolved or lead to greater conflict culminating in the Civil War and a new definition of both citizenship and of liberty. The Unit ends with post-war efforts to rebuild and move forward, albeit with decidedly mixed results.

Priority Standards for unit:
- Key Concept 4.1 — The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.

I. The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.
   A. In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.
   B. Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.
   C. By the 1820s and 1830s, new political parties arose—the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay—that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.
   D. Regional interests often trumped national concerns as the basis for many political leaders’ positions on slavery and economic policy.

II. While Americans embraced a new national culture, various groups developed distinctive cultures of their own.
   A. The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.
B. A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.
C. Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.
D. Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.

III. Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.
A. Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.
B. Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans’ rights. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.
C. A women’s rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

Key Concept 4.2 — Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities
I. New transportation systems and technologies dramatically expanded manufacturing and agricultural production.
A. Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.
B. Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.
C. Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than either was linked to the South.

II. The changes caused by the market revolution had significant effects on U.S. society, workers’ lives, and gender and family relations.
A. Increasing numbers of Americans, especially women and men working in factories, no longer relied on semisubsistence agriculture; instead they supported themselves producing goods for distant markets.

B. The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite but also to a large and growing population of laboring poor.

C. Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.

III. Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

A. Large numbers of international migrants moved to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

B. Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.

C. Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.

D. Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.

- Key Concept 4.3 — The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.

  I. Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

    A. Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

    B. Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.
II. The United States’ acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

A. As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.

B. Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.

C. Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery

- Key Concept 5.1 — The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

I. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.

A. The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.

B. Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.

C. The U.S. added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.

D. Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development. E. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

II. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.

A. Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.

B. A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants’ political power and cultural influence.
C. U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups’ economic self-sufficiency and cultures.

* Key Concept 5.2 — Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

I. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.
   A. The North’s expanding manufacturing economy relied on free labor in contrast to the Southern economy’s dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.
   B. African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves’ escapes, and sometimes expressing a willingness to use violence to achieve their goals.
   C. Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states’ rights were protected by the Constitution.

II. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.
   A. The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.
   B. The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.
   C. The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.
   D. Abraham Lincoln’s victory on the Republicans’ free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.
Key Concept 5.3 — The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

I. The North’s greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.
   A. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.
   B. Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln’s decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.
   C. Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America’s founding democratic ideals.
   D. Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South’s infrastructure.

II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
   A. The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.
   B. The women’s rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.
   C. Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North’s waning resolve.
   D. Southern plantation owners continued to own the majority of the region’s land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive
sharecropping system limited blacks’ and poor whites’ access to land in the South.

E. Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.

Related Thematic Learning Objectives:

- NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity
- NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society
- NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.
- NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.
- POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed
- POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions
- POL-3.0: Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.
- WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
- WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- WXT-3.0: Analyze how technological innovation has affected economic development and society.
- WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
- WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.
- MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.
- MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
● GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

● CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

● CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

● CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.

● CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tr>
<td><strong>Period 4 Terms</strong></td>
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<td>participatory democracy</td>
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<td>constituencies</td>
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<td>human perfectibility (perfectibility of man)</td>
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<td>the American System</td>
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national bank
Tariffs
internal improvements
Louisiana Purchase
Missouri Compromise
arable land

**Period 5 Terms**
Manifest Destiny
Mexican-American War
intensified sectionalism
slave-based agriculture
abolitionists
nullification
slavery as a positive good
Secession
Compromise of 1850
Dred Scott case
Kansas-Nebraska Act
Second American party system
Republican Party
Abraham Lincoln
free-soil
Confederacy
Union
Emancipation
Proclamation
13th Amendment
sharecropping system
radical Republicans
14th Amendment
15th Amendment
Topic 1: Democratic-Republicans in Power

**Essential Questions:**
1. To what extent did Thomas Jefferson’s presidency shape conceptions of national identity as expressed in the development of political institutions and cultural values?
2. How did the debates over national identity affect U.S. expansionism and relations with foreign powers and Native Americans?
3. How did westward migration lead to political and social conflicts (both domestically and with foreign powers and Native Americans), and how did it affect the Native Americans?

**Enduring Understanding/Big Ideas:**
1. The nation’s transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.
2. The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.
3. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Experience 1**
**Title:** Jeffersonian T-Chart
**Suggested Length of Time:** 1 day
**Standards Addressed**

*Priority:*
- Key Concepts 3.3
- Key Concept 4.1
- Key Concept 4.3
Thematic Learning Outcomes:
- WOR-1.0
- WOR-2.0
- NAT-2.0
- NAT-4.0
- POL-1.0
- WXT-2.0
- MIB-2.0

Detailed Description/Instructions: Begin by introducing the key themes of the unit in a lecture. Students then work as a whole group to analyze Thomas Jefferson’s presidency and character by reading a series of documents including excerpts from his First Inaugural Address, information about Sally Hemings, and a cartoon on the Embargo Act. Finally, working with a partner, students create a T-chart analyzing the arguments in support of or against Thomas Jefferson.

Bloom’s Levels: Analysis, Synthesis
Webb’s DOK: 4
Topic 2: Creating a Republican Culture

**Essential Questions:**
1. How were competing conceptions of national and regional identity expressed in the development of political institutions and cultural values after the War of 1812?
2. How did geography and developments in transportation affect migration, the economy, and the development of different regions of North America?

**Enduring Understanding/Big Ideas:**
1. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy.
2. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.

**Skills Addressed:**
- Argument Development
- Contextualization
- Causation
- Continuity and Change over Time

**Engaging Experience 1**
**Title:** Expansion Map
**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*
- Key Concept 3.2
- Key Concept 4.1
- Key Concept 4.2
- Key Concept 4.3

*Thematic Learning Outcomes:*
- NAT-2.0
- NAT-3.0
- NAT-4.0
- WXT-2.0
- WXT-3.0
- CUL 2.0
- CUL-4.0
- POL-1.0
- POL-3.0
● MIG-2.0
● WOR-2.0

**Detailed Description/Instructions:** Working individually, students create a map of expansion and sectionalism. Using a large map of the United States, they label areas of American expansion, the borders between free and slave states (including the Missouri Compromise), and the key stages of the early transportation revolution (such as the Wilderness Road, the National Road, the Erie Canal, and the Baltimore and Ohio Railroad). During the activity, students also take notes on the early transportation revolution. Identify and discuss differences.

**Bloom’s Levels:** Application, Analysis

**Webb’s DOK:** 2, 3
**Topic 3: The Market Revolution**

**Essential Questions:**
1. What were the most important factors that led to the Industrial Revolution and the market revolution?
2. How did the Industrial Revolution shape labor systems, society, and workers’ lives?

**Enduring Understanding/Big Ideas:**
1. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.
2. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semi-subsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Experience 1**
**Title:** Guided Discussion (of causes of Industrial Revolution)
**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*
- Key Concept 4.2

*Thematic Learning Outcomes:*
- POL-3.0
- WXT-1.0
- WXT-2.0
- WXT-3.0
- CUL-3.0
- CUL-4.0
Detailed Description/Instructions: Students participate in a guided discussion focusing on the factors that led to the Industrial Revolution and the market revolution. Then, working in groups, students try to group the sixteen or so factors into analytical categories for an essay. We then have a discussion in which each group presents its categories and we compare and evaluate them.

Bloom’s Levels: analysis
Webb’s DOK: 3

Engaging Experience 2
Title: Lowell Mills, primary source
Suggested Length of Time: 1 day

Standards Addressed

Priority:

- Key Concept 4.2

Thematic Learning Outcomes:

- POL-3.0
- WXT-1.0
- WXT-2.0
- WXT-3.0
- CUL-3.0
- CUL-4.0

Detailed Description/Instructions: In a class discussion, students begin by reading and analyzing Harriet Robinson’s account of life in the Lowell mills. Next, to evaluate the consequences of the Industrial Revolution, students work in groups to find and analyze secondary sources that focus on the experience of the workers. Students conclude by completing a matching activity on the key people in the Industrial Revolution and the market revolution.

Bloom’s Levels: analysis
Webb’s DOK: 3
Topic 4: Jacksonian Democracy

Essential Questions
1. How did democratic and republican values and competing conceptions of national identity affect political debates, the development of the second party system, and the formation of regional identities?

Enduring Understanding/Big Ideas:
1. The nation’s transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.

Skills Addressed:
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

Engaging Experience 1
Title: Jacksonian role-play
Suggested Length of Time: 2 days
Standards Addressed

Priority:
- Key Concept 4.1
- Key Concept 4.2
- Key Concept 4.3

Thematic Learning Outcomes:
- POL-1.0
- POL-3.0
- NAT-1.0
- NAT-2.0
- WXT-2.0
- MIG-2.0
- WOR-1.0

Detailed Description/Instructions: Students participate in a four-day role-playing activity on the political issues of the Jacksonian era. Six students represent the key leaders of the era; the other students represent voting blocs in the time period. Students spend the first two days of the
activity conducting research in the library to prepare for a series of debates on political issues of the era. Teacher-provided secondary sources on the period are also used. Formative Assessment: On the third and fourth days of the role-playing activity, students engage in series of debates. Each debate begins with presentations by students representing the leaders; presentations are followed by open debate and then a vote. Voting blocs support their votes with written explanations. Students begin on the third day by debating the rights and responsibilities of individual citizens. They then debate federal power and the relationship between the federal government and the states (specific topics include the nullification crisis, Indian removal, and slavery). On the final day, students debate federal power and the authority of the different branches of the federal government (specific topics include Jackson’s Bank veto, Indian removal).

**Bloom’s Levels:** Analysis

**Webb’s DOK:** 3
Topic 5: Slavery and Reform

Essential Questions:
1. How did enslaved African Americans develop a sense of group identity and resist the institution of slavery?
2. How did economic, political, social, and ethnic factors shape the formation of a Southern identity?
3. How did reformers use (a) conceptions of national identity, (b) democratic ideals, and (c) philosophical, moral, and scientific ideas to challenge the dominant economic and social order? How successful were these reform movements?

Enduring Understanding/Big Ideas:
1. Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.
2. The South remained politically, culturally, and ideologically distinct from the other sections, while continuing to rely on its exports to Europe for economic growth.
3. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights.

Skills Addressed:
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

Engaging Experience 1
Title: Hog-Killing Time
Suggested Length of Time: 1 day
Standards Addressed

Priority:
- Key concept 4.1
- Key concept 4.3

Thematic Learning Outcomes:
- NAT-1.0
- NAT-4.0
- CUL-1.0
Detailed Description/Instructions: Before class, students’ homework focuses on the issue of how Southern identity was formed. In class, students read “Hog Killing Time” and respond to the text in a whole-class discussion. They then work through several primary sources (including songs) to analyze how enslaved African Americans created communities and developed various strategies to resist the institution of slavery. In a lecture-discussion format, students discuss the historiography of the institution of slavery and consider the impact of slavery as well as economic, political, social, and ethnic factors on Southern identity.

Bloom’s Levels: analysis
Webb’s DOK: 3

Engaging Experience 2

Title: Compare 2nd Great Awakening to Transcendentalism

Suggested Length of Time: 1 day

Standards Addressed

Priority:
- Key concept 4.1
- Key concept 4.3

Thematic Learning Outcomes:
- NAT-1.0
- NAT-4.0
- CUL-1.0
- CUL-2.0
- CUL-3.0
- CUL-4.0
- WXT-2.0
- POL-2.0

Detailed Description/Instructions: In a whole-group discussion, students review the Second Great Awakening and its effects, comparing it to transcendentalism and evaluating the importance of both as causes of the reform movements of the early 19th century. They then work in groups to analyze the demands made in the Seneca Falls Declaration of Sentiments and decide which demands are still valid today, concluding with a whole-group discussion.

Bloom’s Levels: application
Webb’s DOK: 2
Engaging Experience 3
Title: Reformer Posters
Suggested Length of Time: 1 day
Standards Addressed

Priority:
- Key concept 4.1
- Key concept 4.3

Thematic Learning Outcomes:
- NAT-1.0
- NAT-4.0
- CUL-1.0
- CUL-2.0
- CUL-3.0
- CUL-4.0
- WXT-2.0
- POL-2.0

Detailed Description/Instructions: Each student creates a poster about a reformer, addressing the reformer’s biographical information, criticisms of society, methods, degree of success, and impact. The posters are grouped by reform area and students use the posters to take notes on each reform area. Reform areas include the Second Great Awakening, transcendentalism, abolition, temperance, education, women’s rights, penal reform, utopian communities, and nutrition. The students then vote for the most creative and informative projects. As an exit ticket, students complete a matching activity on the key reformers.

Bloom’s Levels: Comprehension, Application
Webb’s DOK: 2, 3
Topic 6: Manifest Destiny

Essential Questions:
1. Why did Irish and German migrants come to the United States? How did their migration affect labor issues and lead to conflicts over assimilation and distinctiveness?
2. What were the political, economic, and cultural motives behind Manifest Destiny and westward migration?
3. How did Manifest Destiny and westward migration shape both American national identity and group identities in the West?

Enduring Understanding/Big Ideas:
1. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. Substantial numbers of new international migrants—who often lived in ethnic communities and retained their religion, language, and customs—entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants’ cultural influence and political and economic power.
2. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts.
3. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants.

Skills Addressed:
- Analyzing Historical Evidence
- Comparison
- Causation
- Continuity and Change over Time
Engaging Experience 1
Title: video analysis - PBS The West
Suggested Length of Time: 1 day

Standards Addressed

Priority:
- Key Concept 5.1

Thematic Learning Outcomes:
- NAT-3.0
- NAT-4.0
- MIG-1.0
- MIG-2.0
- GEO-1.0
- WOR-1.0
- WOR-2.0
- CUL-4.0

Detailed Description/Instructions: Students take notes while viewing the second episode of PBS's The West; this episode focuses on the reasons Americans moved West. As the students discuss questions about the video, reteach as needed, based on any areas of confusion identified by students’ responses.

Bloom’s Levels: Application, Analysis
Webb’s DOK: 3

Engaging Experience 2
Title: Migration primary sources
Suggested Length of Time: 1 day

Standards Addressed

Priority:
- Key Concept 5.1

Thematic Learning Outcomes:
- NAT-3.0
- NAT-4.0
- MIG-1.0
- MIG-2.0
- GEO-1.0
- WOR-1.0
- WOR-2.0
- CUL-4.0
**Detailed Description/Instructions:** Students read and discuss a primary source on Californios (from Rivera) in a whole-group discussion. They then work in small groups to review the effects of expansion on Californios, Tejanos, Native Americans, Asians, African Americans, Irish Americans, and white migrants, considering questions of identity, citizenship, and rights. Each small group is assigned a specific population to study. The discussion concludes with brief group presentations on each population studied.

**Bloom’s Levels:** Application, Analysis

**Webb’s DOK:** 2, 3
Topic 7: Sectional Crisis

**Essential Questions:**

1. What were the major aspects of domestic debates over U.S. expansionism? How did these debates shape the formation of regional identities?
2. How did conceptions of national and regional identity and of democratic ideals shape the debates over expansion and slavery?
3. What role did the following factors play in bringing about the Civil War: political realignment, differing political values, actions taken by abolitionists, arguments over economic policies, debates about interpretation of the Constitution, environmental factors, and migration to the U.S. and to the West?

**Enduring Understanding/Big Ideas:**

1. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise.
2. The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.
3. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism.

**Skills Addressed:**

- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time
Engaging Experience 1

Title: Primary Source discussion

Suggested Length of Time: 1 day

Standards Addressed

Priority:
- Key Concept 5.1
- Key Concept 5.2

Thematic Learning Outcomes:
- NAT-1.0
- NAT-2.0
- NAT-4.0
- POL-1.0
- POL-2.0
- WXT-1.0
- CUL-2.0

Detailed Description/Instructions: In a whole-group discussion, students read the South Carolina Declaration of Independence (“Declaration of the Immediate Causes...”). They then work in small groups, examining secondary sources showing how the historiography on the causes of the Civil War has shifted. We conclude with a whole-group discussion of what caused the Civil War: slavery, states’ rights, or something else.

Bloom’s Levels: Analysis

Webb’s DOK: 3

Engaging Experience 2

Title: Constructed Response - Civil War causes

Suggested Length of Time: 1 day

Standards Addressed

Priority:
- Key Concept 5.1
- Key Concept 5.2

Thematic Learning Outcomes:
- NAT-1.0
- NAT-2.0
- NAT-4.0
- POL-1.0
- POL-2.0
- WXT-1.0
- CUL-2.0
Detailed Description/Instructions: Students answer a short constructed-response question evaluating the relative importance of the following factors in bringing about the Civil War: conceptions of national and regional identity, political realignment, differing political values, actions taken by abolitionists, arguments over economic policies, debates about interpretation of the Constitution, environmental factors, and migration to the U.S. and to the West. Students rank their top three factors and then the class discusses the responses, giving me a chance to check for understanding. Then, with partners, students rank the three specific events that they believe were most important in bringing about the war.

Bloom’s Levels: Analysis
Webb’s DOK: 3
Topic 8: Civil War

**Essential Questions:**
1. Why did the North win the Civil War? Consider political, economic, military, environmental, and diplomatic factors.
2. How did the Civil War shape conceptions of national and regional identity?
3. How did the Civil War change the United States?

**Enduring Understanding/Big Ideas:**
1. The North’s greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War.
2. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
3. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation

**Engaging Experience 1**
**Title:** Map & Statistical analysis of Civil War
**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority*
- Key Concept 5.3

*Thematic Learning Outcomes*
- NAT-1.0
- NAT-2.0
- WOR-2.0
Detailed Description/Instructions: In small groups, students compare statistics from the textbook and analyze them to identify the advantages experienced by each side at the beginning of the war. We then engage in a guided discussion on the grand strategies employed by each side. Students individually complete a map of the United States in 1861 to illustrate these points. We conclude by examining different interpretations of why the North won. Students are also assigned a key battle or event from the war to research.

Bloom’s Levels: Analysis
Webb’s DOK: 3

Engaging Experience 2
Title: Why They Fight - primary sources
Suggested Length of Time: 1 day
Standards Addressed

Priority:
- Key Concept 5.3

Thematic Learning Outcomes:
- NAT-1.0
- NAT-2.0
- WOR-2.0

Detailed Description/Instructions: Students read and discuss a passage by James McPherson about soldiers’ motivations during the war; then they analyze song lyrics and excerpts from letters to develop a sense of why the soldiers on both sides fought. Documents used include those relating to African American and Irish American soldiers. Students then individually analyze images of Civil War soldiers using photographs by Mathew Brady and Alexander Gardner and drawings and paintings by Winslow Homer.

Bloom’s Levels: Analysis
Webb’s DOK: 3

Engaging Experience 3
Title: Group activity - Key Events
Suggested Length of Time: 1 day
Standards Addressed

Priority:
- Key Concept 5.3

Thematic Learning Outcomes:
- NAT-1.0
- NAT-2.0
- WOR-2.0

Detailed Description/Instructions: Working in groups, students whiteboard the key details and effects or significance of an assigned event. The eight events explored by the groups in this activity are the Border States, Manassas, the Trent Affair, Monitor v. Merrimac, Antietam,
Emancipation, Gettysburg and Vicksburg, and Atlanta and the Election of 1864. After the whiteboard activity, group representatives (one from each group) rank the significance of the events by creating a “human spectrum”—that is, they organize themselves in a line that represents the ranking. The other students then question and comment on the ranking.

**Bloom’s Levels:** Comprehension

**Webb’s DOK:** 2

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**Engaging Experience 4**

**Title:** Video Analysis - March to the Sea

**Suggested Length of Time:** 1 day

**Standards Addressed**

*Priority:*

- Key Concept 5.3

*Thematic Learning Outcomes:*

- NAT-1.0
- NAT-2.0
- WOR-2.0

**Detailed Description/Instructions:** After watching a segment on William Tecumseh Sherman’s March to the Sea from Ken Burns’ The Civil War, students discuss issues related to questions of morality and warfare by examining sources on Nathan Bedford Forrest, Henry Wirz, Philip Sheridan, and Sherman. They also analyze the role of total war in the Union victory.

**Bloom’s Levels:** Analysis

**Webb’s DOK:** 3
Topic 9: Reconstruction

Essential Questions:
1. How did Reconstruction shape conceptions of national and regional identity?
2. How did arguments over the meaning and interpretation of the Constitution shape Reconstruction?
3. What role did economic, political, social, and ethnic factors play in the formation of regional and group identities during Reconstruction?
4. How did debates over political values (such as democracy, freedom, and citizenship) contribute to ideological clashes during Reconstruction?

Enduring Understanding/Big Ideas:
1. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
2. Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.
3. The 13th Amendment abolished slavery, bringing about the war’s most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.
4. Radical Republicans’ efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed, due both to determined southern resistance and to the North’s waning resolve.

Skills Addressed:
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time
Engaging Experience 1
Title: Guided Discussion - Reconstruction Plans
Suggested Length of Time: 1 day
Standards Addressed

Priority:

- Key Concept 5.3

Thematic Learning Outcomes:

- NAT-2.0
- POL-3.0
- WXT-1.0
- CUL-3.0

Detailed Description/Instructions: In a guided discussion, students analyze the problems facing the country at the end of the Civil War and propose possible solutions. They then analyze Abraham Lincoln’s Second Inaugural Address and discuss Lincoln’s plans for Reconstruction, his assassination, and Andrew Johnson’s implementation of Reconstruction.

Bloom’s Levels: Application, Analysis
Webb’s DOK: 2, 3

Engaging Experience 2
Title: Discussion/Document Analysis - Reconstruction
Suggested Length of Time: 1 day
Standards Addressed

Priority:

- Key Concept 5.3

Thematic Learning Outcomes:

- NAT-2.0
- POL-3.0
- WXT-1.0
- CUL-3.0

Detailed Description/Instructions: In a guided discussion, students analyze the course of Reconstruction and the debates over national identity, the Constitution, and political values that took place at this time. Students examine political cartoons as a whole group and then read and discuss the 13th, 14th, and 15th Amendments and the Mississippi Black Code, as well as secondary sources on other states’ codes.

Bloom’s Levels: Analysis
Webb’s DOK: 3
Engaging Experience 3
Title: Cartoon Analysis & Historiography
Suggested Length of Time: 1 day
Standards Addressed

Priority:
- Key Concept 5.3

Thematic Learning Outcomes:
- NAT-2.0
- POL-3.0
- WXT-1.0
- CUL-3.0

Detailed Description/Instructions: Students begin by analyzing the Thomas Nast cartoon “Worse than Slavery” and its argument about the need for Reconstruction. In a guided discussion we explore white Southern efforts to achieve redemption, the results of the Election of 1876, the end of Reconstruction, and the Lost Cause. Students conclude by reading and evaluating sources on the historiography of Reconstruction.

Bloom’s Levels: Analysis, Synthesis
Webb’s DOK: 3, 4
Students individually write responses to the 1996 AP U.S. History Exam’s DBQ on Reconstruction: In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?

For the document-based question, a good response should:

- contain an evaluative thesis that establishes the student's argument and responds to the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference. Explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question. Explain how the document’s point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
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<tbody>
<tr>
<td>Democratic-Republicans in Power</td>
<td>Jeffersonian T-Chart</td>
<td>Begin by introducing the key themes of the unit in a lecture. Students then work as a whole group to analyze Thomas Jefferson’s presidency and character by reading a series of documents including excerpts from his First Inaugural Address, information about Sally Hemings, and a cartoon on the Embargo Act. Finally, working with a partner, students create a T-chart analyzing the arguments in support of or against Thomas Jefferson.</td>
<td>1 day</td>
</tr>
<tr>
<td>Creating a Republican Culture</td>
<td>Expansion Map</td>
<td>Working individually, students create a map of expansion and sectionalism. Using a large map of the United States, they label areas of American expansion, the borders between free and slave states (including the Missouri Compromise), and the key stages of the early transportation revolution (such as the Wilderness Road, the National Road, the Erie Canal, and the Baltimore and Ohio Railroad). During the activity, students also take notes on the early transportation revolution. Identify and discuss differences.</td>
<td>1 day</td>
</tr>
<tr>
<td>The Market Revolution</td>
<td>Guided Discussion (of causes of Industrial Revolution)</td>
<td>Students participate in a guided discussion focusing on the factors that led to the Industrial Revolution and the market revolution. Then, working in groups, students try to group the sixteen or so factors into analytical categories for an essay. We then have a discussion in which</td>
<td>1 day</td>
</tr>
</tbody>
</table>
In a class discussion, students begin by reading and analyzing Harriet Robinson’s account of life in the Lowell mills. Next, to evaluate the consequences of the Industrial Revolution, students work in groups to find and analyze secondary sources that focus on the experience of the workers. Students conclude by completing a matching activity on the key people in the Industrial Revolution and the market revolution.

Students participate in a four-day role-playing activity on the political issues of the Jacksonian era. Six students represent the key leaders of the era; the other students represent voting blocs in the time period. Students spend the first two days of the activity conducting research in the library to prepare for a series of debates on political issues of the era. Teacher-provided secondary sources on the period are also used. Formative Assessment: On the third and fourth days of the role-playing activity, students engage in series of debates. Each debate begins with presentations by students representing the leaders; presentations are followed by open debate and then a vote. Voting blocs support their votes with written explanations. Students begin on the third day by debating the rights and responsibilities of individual citizens. They then debate federal power and the relationship between the federal government and the states (specific topics include the nullification crisis, Indian
removal, and slavery). On the final day, students debate federal power and the authority of the different branches of the federal government (specific topics include Jackson’s Bank veto, Indian removal).

| Slavery and Reform | Hog-Killing Time | Before class, students’ homework focuses on the issue of how Southern identity was formed. In class, students read “Hog Killing Time” and respond to the text in a whole-class discussion. They then work through several primary sources (including songs) to analyze how enslaved African Americans created communities and developed various strategies to resist the institution of slavery. In a lecture-discussion format, students discuss the historiography of the institution of slavery and consider the impact of slavery as well as economic, political, social, and ethnic factors on Southern identity. | 1 day |

| Slavery and Reform | Compare 2nd Great Awakening to Transcendentalism | In a whole-group discussion, students review the Second Great Awakening and its effects, comparing it to transcendentalism and evaluating the importance of both as causes of the reform movements of the early 19th century. They then work in groups to analyze the demands made in the Seneca Falls Declaration of Sentiments and decide which demands are still valid today, concluding with a whole-group discussion. | 1 day |

| Slavery and Reform | Reformer Posters | Each student creates a poster about a reformer, addressing the reformer’s biographical information, criticisms of society, methods, degree of success, and | 1 day |
impact. The posters are grouped by reform area and students use the posters to take notes on each reform area. Reform areas include the Second Great Awakening, transcendentalism, abolition, temperance, education, women’s rights, penal reform, utopian communities, and nutrition. The students then vote for the most creative and informative projects. As an exit ticket, students complete a matching activity on the key reformers.

| Manifest Destiny | video analysis - PBS The West | Students take notes while viewing the second episode of PBS’s The West; this episode focuses on the reasons Americans moved West. As the students discuss questions about the video, reteach as needed, based on any areas of confusion identified by students’ responses. | 1 day |
| Manifest Destiny | Migration primary sources | Students read and discuss a primary source on Californios (from Rivera) in a whole-group discussion. They then work in small groups to review the effects of expansion on Californios, Tejanos, Native Americans, Asians, African Americans, Irish Americans, and white migrants, considering questions of identity, citizenship, and rights. Each small group is assigned a specific population to study. The discussion concludes with brief group presentations on each population studied. | 1 day |
| Sectional Crisis | Primary Source discussion | In a whole-group discussion, students read the South Carolina Declaration of Independence (“Declaration of the Immediate Causes…”). They then work in small groups, examining secondary sources showing how the historiography on the causes of the Civil War has shifted. | 1 day |
We conclude with a whole-group discussion of what caused the Civil War: slavery, states’ rights, or something else.

| Sectional Crisis | Constructed Response - Civil War causes | Students answer a short constructed-response question evaluating the relative importance of the following factors in bringing about the Civil War: conceptions of national and regional identity, political realignment, differing political values, actions taken by abolitionists, arguments over economic policies, debates about interpretation of the Constitution, environmental factors, and migration to the U.S. and to the West. Students rank their top three factors and then the class discusses the responses, giving me a chance to check for understanding. Then, with partners, students rank the three specific events that they believe were most important in bringing about the war. | 1 day |

| Civil War | Map & Statistical analysis of Civil War | In small groups, students compare statistics from the textbook and analyze them to identify the advantages experienced by each side at the beginning of the war. We then engage in a guided discussion on the grand strategies employed by each side. Students individually complete a map of the United States in 1861 to illustrate these points. We conclude by examining different interpretations of why the North won. Students are also assigned a key battle or event from the war to research. | 1 day |

| Civil War | Why They Fight - primary sources | Students read and discuss a passage by James McPherson about soldiers’ motivations during the war; then they analyze song lyrics and excerpts from | 1 day |
letters to develop a sense of why the soldiers on both sides fought. Documents used include those relating to African American and Irish American soldiers. Students then individually analyze images of Civil War soldiers using photographs by Mathew Brady and Alexander Gardner and drawings and paintings by Winslow Homer.

| Civil War | Group activity - Key Events | Working in groups, students whiteboard the key details and effects or significance of an assigned event. The eight events explored by the groups in this activity are the border states, Manassas, the Trent Affair, Monitor v. Merrimac, Antietam, Emancipation, Gettysburg and Vicksburg, and Atlanta and the Election of 1864. After the whiteboard activity, group representatives (one from each group) rank the significance of the events by creating a “human spectrum”—that is, they organize themselves in a line that represents the ranking. The other students then question and comment on the ranking. | 1 day |
| Civil War | Video Analysis - March to the Sea | After watching a segment on William Tecumseh Sherman’s March to the Sea from Ken Burns’ The Civil War, students discuss issues related to questions of morality and warfare by examining sources on Nathan Bedford Forrest, Henry Wirz, Philip Sheridan, and Sherman. They also analyze the role of total war in the Union victory. | 1 day |
| Reconstruction | Guided Discussion - Reconstruction Plans | In a guided discussion, students analyze the problems facing the country at the end of the Civil War and propose possible | 1 day |
| Reconstruction | Discussion/Document Analysis - Reconstruction | In a guided discussion, students analyze the course of Reconstruction and the debates over national identity, the Constitution, and political values that took place at this time. Students examine political cartoons as a whole group and then read and discuss the 13th, 14th, and 15th Amendments and the Mississippi Black Code, as well as secondary sources on other states’ codes. | 1 day |
| Reconstruction | Cartoon Analysis & Historiography | Students begin by analyzing the Thomas Nast cartoon “Worse than Slavery” and its argument about the need for Reconstruction. In a guided discussion we explore white Southern efforts to achieve redemption, the results of the Election of 1876, the end of Reconstruction, and the Lost Cause. Students conclude by reading and evaluating sources on the historiography of Reconstruction. | 1 day |
Unit III: America's Rise as a Global Power (1865–1945)

Subject: AP US History
Grade: 11
Name of Unit: America's Rise as a Global Power 1865–1945
Length of Unit: 6 weeks

Overview of Unit: Unit III focuses on how America's continued physical & economic growth due to the Industrial Revolution leads to increased immigration & urbanization within the United States. This process leads to problems in rural and urban areas leading to efforts to resolve those problems (Populists, various Labor movements, and Progressives). The unit then covers how these reform efforts coalesce around government action to address a wide variety of problems during this time period culminating in the New Deal. The unit also covers America's emergence on the world stage as the winner of a global conflict (largely military, but also economic, social, and political) over fascism.

Priority Standards for unit:
- Key Concept 6.1 — Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
  I. Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.
    A. Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.
    B. Businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.
    C. As the price of many goods decreased, workers’ real wages increased, providing new access to a variety of goods and services; many Americans’ standards of living improved, while the gap between rich and poor grew.
    D. Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.
    E. Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.
  II. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.
A. Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.

B. The industrial workforce expanded and became more diverse through internal and international migration; child labor also increased.

C. Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.

D. Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a “New South”—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

III. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.

A. Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.

B. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.

C. Economic instability inspired agrarian activists to create the People’s (Populist) Party, which called for a stronger governmental role in regulating the American economic system.

- **Key Concept 6.2** — The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

I. International and internal migration increased urban populations and fostered the growth of a new urban culture.

A. As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.

B. Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.

C. Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.
D. In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

E. Corporations’ need for managers and for male and female clerical workers as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.

II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

A. The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.

B. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.

C. As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.

D. The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.

E. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

- Key Concept 6.3 — the Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.
  I. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.
    A. Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.
    B. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.
C. A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.

II. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

A. The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.

B. Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like Jane Addams, working in settlement houses to help immigrants adapt to U.S. language and customs.

C. The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

Key Concept 7.1 — Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

I. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.

A. New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.

B. By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.

C. Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.

II. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.

A. Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.
B. On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and woman suffrage.

C. Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.

D. The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.

III. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.

A. Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.

B. Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope.

C. Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working class communities identified with the Democratic Party.

Key Concept 7.2 — Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

I. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.

A. New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.

B. Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such the Harlem Renaissance movement.

C. Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.
D. In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

II. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.
   A. Immigration from Europe reached its peak in the years before World War I. During and after World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.
   B. The increased demand for war production and labor during World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.
   C. In a Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.
   D. Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.

● Key Concept 7.3 — Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.
   I. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.
      A. Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe.
      B. Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the U.S. should not extend its territory overseas.
      C. The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.
II. World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests.

A. After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles.

B. Although the American Expeditionary Forces played a relatively limited role in combat, the U.S.’s entry helped to tip the balance of the conflict in favor of the Allies.

C. Despite Wilson’s deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.

D. In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.

E. In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.

III. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.

A. Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.

B. The mass mobilization of American society helped end the Great Depression, and the country’s strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.

C. Mobilization and military service provided opportunities for women and minorities to improve their socioeconomic positions for the war’s duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.

D. The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific “island-hopping”
and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.

E. The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on earth.

Related Thematic Learning Objectives:

- WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
- WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- WXT-3.0: Analyze how technological innovation has affected economic development and society.
- WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.
- CUL-1.0: Explain how religious groups and ideas have affected American society and political life.
- CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.
- CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- POL-3.0: Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.
- NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.
- NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.
- NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.
MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>big business</td>
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<td>Urbanization</td>
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<td>People’s (Populist) Party</td>
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<td>increased southern and eastern European immigration</td>
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<td>“Americanize”</td>
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<td>political machines</td>
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<td>Progressive reformers</td>
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<td>laissez-faire capitalism</td>
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<td>tradition v. innovation</td>
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<td>Franklin Roosevelt</td>
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<td>Harlem Renaissance</td>
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<td>native born v. new immigrants</td>
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<td>Red Scare</td>
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<td>idealism v. disillusionment</td>
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<td>“Great Migration”</td>
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<td>freedom of speech</td>
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<td>Spanish-American War</td>
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<td>Philippines</td>
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<td>closing of the frontier</td>
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<td>Woodrow Wilson</td>
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<td>American Expeditionary Force</td>
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<td>Neutrality</td>
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<td>League of Nations</td>
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<td>unilateral foreign policy</td>
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<td>Treaty of Versailles</td>
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Topic 1: Conquering a Continent

Essential Questions:
1. How did the building and completion of the Transcontinental Railroad affect migration, the growth of regional and ethnic identities, the economy, the environment, and the Native Americans?
2. How effective were the strategies developed by the government, reformers, and the Native Americans themselves to shape the role of Native Americans in American society?
3. How did migration to the West and debates over political values shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?

Enduring Understanding/Big Ideas:
1. The railroad provided a way to bring settlers and manufactured goods west and ship their agricultural and mining produce east. The Transcontinental Railroad was an essential artery for rapid development of the frontier.
2. The U.S. government’s policies towards Native Americans in the second half of the nineteenth century were influenced by the desire to expand westward into territories occupied by these Native American tribes.
3. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.

Skills Addressed:
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

Engaging Experience 1
Title: Themes of the Gilded Age
Suggested Length of Time: 1 day
Standards Addressed
Priority:
- Key Concept 6.2

Thematic Learning Outcomes:
- NAT-1.0
Detailed Description/Instructions: Introduce students to the themes of the Gilded Age as embodied by the Transcontinental Railroad. Students take notes on a video about the building of the Transcontinental Railroad. Then discuss students’ answers to the questions posed during the video and clarify any areas of confusion.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2
Title: Letter from Uriah Oblinger
Suggested Length of Time: 1 day

Standards Addressed
Priority:
- Key Concept 6.2

Thematic Learning Outcomes:
- NAT-1.0
- POL-3.0
- MIG-2.0
- GEO-1.0
- WOR-1.0

Detailed Description/Instructions: After a document-prompt activity in which students analyze a letter from Uriah Oblinger, in which he describes life on the plains, students work in small groups to whiteboard and present the different frontiers in the New West (such as Yellowstone) and developments in the West (such as the emergence of the cattle industry, and the arrival and growth of various populations including miners, homesteaders, women, and Chinese immigrants).

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 3
Title: The West
Suggested Length of Time: 1 day

Standards Addressed
Priority:
- Key Concept 6.2

Thematic Learning Outcomes:
- NAT-1.0
Detailed Description/Instructions: Students take notes on video excerpts about Sitting Bull and Custer, from PBS’s The West. Afterward, discuss students’ answers to the questions posed in the video and clarify any areas of confusion. The lesson continues with a guided discussion of Sitting Bull, Custer, Little Bighorn, the Oklahoma Land Rush, the Dawes Act, Wounded Knee, and mining in Butte, Montana.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 4
Title: Government Policies and Native Americans
Suggested Length of Time: 1 class period
Standards Addressed
  
  Priority:
  
  • Key Concept 6.2
  
  Thematic Learning Outcomes:
  
  • NAT-1.0
  • POL-3.0
  • MIG-2.0
  • GEO-1.0
  • WOR-1.0

Detailed Description/Instructions: In a guided discussion, students review government policies toward Native Americans and strategies employed by Native Americans to try to preserve their land and culture (including peaceful cooperation, armed resistance, armed flight, assimilation, and the Ghost Dance movement). Working with a partner, students connect these strategies to events, people, and strategies studied previously in the course. The lesson concludes with the completion of a matching activity on people and terms of the New West.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Topic 2: Industrial America

Essential Questions:
1. What factors led to industrial growth after the Civil War?
2. How did changes in transportation and technology, along with the integration of the U.S. economy into worldwide economic, labor, and migration systems, influence U.S. society?
3. How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order?
4. How and why did new labor systems develop, and how did industrialization shape U.S. society and workers’ lives?

Enduring Understanding/Big Ideas:
1. Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force.
2. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation.
3. The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.
4. Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power.

Skills Addressed:
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time
Engaging Experience 1
Title: Robber Barons or Captains of Industry
Suggested Length of Time: 1 day
Standards Addressed

Priority:
● Key Concept 6.1

Thematic Learning Outcomes:
● WXT-1.0
● WXT-2.0
● WXT-3.0
● WOR-2.0
● POL-2.0
● POL-3.0

Detailed Description/Instructions:
In a guided discussion, students analyze the factors that led to the growth of industry in the Gilded Age. The discussion includes an examination of the case studies of Andrew Carnegie, John D. Rockefeller, J.P. Morgan, and James Buchanan Duke. Working with a partner, students create a T-chart evaluating these industrialists as captains of industry or robber barons. Review the charts and clarify any areas of confusion at the beginning of the next class.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2
Title: Robber Barons or Captains of Industry
Suggested Length of Time: 1 day
Standards Addressed

Priority:
● Key Concept 6.1

Thematic Learning Outcomes:
● WXT-1.0
● WXT-2.0
● WXT-3.0
● WOR-2.0
● POL-2.0
● POL-3.0

Detailed Description/Instructions:
In a document-prompt activity, students explore Andrew Carnegie’s article describing the idea of the gospel of wealth. Next, in a class discussion, students use documents and cartoons to examine philosophical, moral, and scientific ideas that were used to defend the dominant economic and social order. Then, working in small groups, students examine excerpts from an
early Sears catalog, along with images of a 19th-century department store, in order to assess the growth and effects of the new consumer culture.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

**Engaging Experience 3**  
**Title:** Immigration Patterns of Gilded Age  
**Suggested Length of Time:** 1 day  
**Standards Addressed**  
*Priority:*  
- Key Concept 6.1  

*Thematic Learning Outcomes:*  
- WXT-1.0  
- WXT-2.0  
- WXT-3.0  
- WOR-2.0  
- POL-2.0  
- POL-3.0

**Detailed Description/Instructions:**  
Working in groups, students use primary source documents (from Gabaccia’s Freedom to Move) — as well as a historical chronology, images, charts, and statistics — to analyze immigration patterns in the 19th century. Students focus on changes in the numbers of migrants and their countries of origin, and they examine how this migration altered the ethnic and social makeup of the U.S. population and caused conflict over labor issues, assimilation, and distinctiveness.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

**Engaging Experience 4**  
**Title:** Labor during the Gilded Age  
**Suggested Length of Time:** 1 day  
**Standards Addressed**  
*Priority:*  
- Key Concept 6.1  

*Thematic Learning Outcomes:*  
- WXT-1.0  
- WXT-2.0  
- WXT-3.0  
- WOR-2.0  
- POL-2.0  
- POL-3.0
**Detailed Description/Instructions:**
In a guided discussion, students analyze how and why a new labor system developed, as well as how and why industrialization shaped U.S. society and workers’ lives. They then compare the goals, beliefs, and strategies of the Knights of Labor, the America Federation of Labor, and the International Workers of the World (IWW), focusing most specifically on the preamble to the IWW’s constitution.

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 3
Topic 3: Urbanization

Essential Questions:
1. What were the causes and effects of major internal migration patterns such as urbanization?
2. How did migration to and within the United States shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?
3. How did industrialization and urbanization shape U.S. society and workers’ lives?
4. How did migration affect urban life, cultural developments, cultural diversity and blending, and reform movements?

Enduring Understanding/Big Ideas:
1. Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation’s cities and the rural and boomtown areas of the West.
2. Cities dramatically reflected divided social conditions among classes, races, ethnicities, and cultures, but presented economic opportunities as factories and new businesses proliferated.
3. Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.
4. In a urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform.

Skills Addressed:
- Analyzing Historical Evidence
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time
Engaging Experience 1
Title: Rise of Cities during Gilded Age

Standards Addressed:

Priority:
- Key Concept 6.2

Thematic Learning Outcomes:
- NAT-4.0
- MIG-1.0
- MIG-2.0

Detailed Description/Instructions:
Working in groups and using maps, charts, and images, students analyze the rise of cities in the Gilded Age. With a partner, students create a T-chart of benefits and problems of the new metropolis. The class reviews these problems in a whole-group discussion, giving me the opportunity to address any areas of confusion.

Bloom’s Levels: Compare and Contrast
Webb’s DOK: 3

Engaging Experience 2
Title: Rise of the Cities Urban problems and reform

Suggested Length of Time: 1 day

Standards Addressed:

Priority:
- Key Concept 6.2

Thematic Learning Outcomes:
- NAT-4.0
- MIG-1.0
- MIG-2.0

Detailed Description/Instructions:
Students whiteboard various efforts and individuals (such as settlement houses, Jacob Riis, political machines, and the City Beautiful Movement) involved in trying to solve the problems in the cities. With a partner, students grade the success of each reform effort or individual. The class reviews these grades in a whole-group discussion.

Bloom’s Levels: Compare and Contrast
Webb’s DOK: 3
Topic 4: The New South

Essential Questions:
1. What economic, political, social, and ethnic factors led to the formation of the New South?
2. How did the new labor system in the New South develop? How did this system affect workers’ lives?
3. What were significant similarities and differences among reformers who advocated changes to the economic, political, and social system of the New South? How do their beliefs, strategies, and level of success compare?

Enduring Understanding/Big Ideas:
1. Southerners were not willing to turn their backs on King Cotton completely, and that proved to be a wise move. With the textile industry beginning to boom and industrialization in full force, the number of cotton mills in the south increased from 161 to 400 after the Civil War. Partly as a cause of this boom and partly as a result, cotton consumption increased from 182,000 bales to 1,479,000 per year in the late nineteenth century.
2. Cotton and other crops benefited from the ever-growing rail service. With additional railroad lines crossing the country, both the North and the South were able to profit from the other’s productivity. Additionally, the advent of refrigerated rail cars allowed other southern produce to reach northern markets, which further diversified the southern economy.
3. Field crops were not the only industry to take advantage of improved transportation. The area around Birmingham, Alabama became known for its iron, limestone, and coal production. Coal was especially important as an energy source for the trains that transported it. Between 1875 and 1900, southern coal production increased by 44 million tons per year, from 5 million to 49 million tons.
4. Another important energy source revitalized the South. Hydroelectricity, or electricity generated by water, was a growing force in the southeast region of the United States. This power source provided another important step in the industrialization process.
5. The South also offered Southern Pine trees, which were in demand for their soft, multi-use lumber—which was used in great quantities to restore homes damaged during the war. Lumber camps grew exponentially in the south after 1870, and tree cutting rose to new heights.
6. Along with a changing economic profile, the political atmosphere was also being transformed in the New South. With the loss of the Confederate government, southern residents turned to leaders within their community. These local leaders came to be known collectively as “Redeemers,” both for their efforts to redeem the South from being dominated by Yankees, as well as their redemption of the South from a one-crop society.
Skills Addressed:
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

Learning Objectives:
Learning Objectives: WXT-1.0, WXT-2.0, CUL-4.0, NAT-2.0, POL-2.0 Key Concepts: 6.1, 6.3
Estimated Time: 2 days

Engaging Experience 1
Title: Formation of the New South?
Suggested Length of Time: 1 day
Standards Addressed
Priority:
- Key concept 6.1
- Key concept 6.3
Thematic Learning Outcomes:
- WXT-1.0
- WXT-2.0
- CUL-4.0
- NAT-2.0
- POL-2.0

Detailed Description/Instructions:
In a guided discussion, students are introduced to the themes of the New South through reading poems by Paul Laurence Dunbar, part of a speech by Henry Grady, and news reports of the Wilmington Race Riots. Students then work in jigsaw groups to analyze the history of Charlotte in the late 19th-century and the biographies of four key Charlotteans.

Bloom’s Levels: Analysis
Webb’s DOK: 3

Engaging Experience 2
Title: African American Reformers DuBois and Washington
Suggested Length of Time: 1 day
Standards Addressed
Priority:
- Key concept 6.1
- Key concept 6.3
**Thematic Learning Outcomes:**
- WXT-1.0
- WXT-2.0
- CUL-4.0
- NAT-2.0
- POL-2.0

**Detailed Description/Instructions:**
As a homework assignment, students read primary sources written by African American leaders including Booker T. Washington, W.E.B. Du Bois, Ida B. Wells-Barnett, and Henry McNeal Turner. The next day in class, students make presentations on the strategies these leaders proposed for improving the situation of African Americans in the United States.

**Bloom’s Levels:** Analysis

**Webb’s DOK:** 3
Topic 5: American Culture in the Gilded Age

**Essential Questions:**
1. How did cultural values and artistic expression change in the United States in response to the Civil War and postwar industrialization?
2. How did culture and the arts influence movements for social and political change?
3. What was the impact of industrialization on popular beliefs about progress and the national destiny of the United States?

**Enduring Understanding/Big Ideas:**
1. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.
2. Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less fortunate.
3. A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.

**Skills Addressed:**
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Experience 1**
**Title:** American Culture in the Gilded Age
**Suggested Length of Time:** 1 day
**Standards Addressed:**
*Priority:*
- Key Concept 6.3

*Thematic Learning Outcomes:*
- CUL-2.0

**Detailed Description/Instructions:**
Students whiteboard and present key aspects of culture in the Gilded Age, including education, sports, the outdoors, women in the public sphere, science, modernism, and religion.

**Bloom’s Levels:** Compare and Contrast
**Webb’s DOK:** 3
Engaging Experience 2
Title: American Culture in the Gilded Age
Suggested Length of Time: 1 day
Standards Addressed:

Priority:
- Key Concept 6.3

Thematic Learning Outcomes:
- CUL-2.0

Detailed Description/Instructions:
Students read two different interpretations of art in the Gilded Age, excerpted from Hughes. They then create and bring to class a poster on a Gilded Age painter, sculptor, photographer, or architect. Each poster must include three to five images, information about the artist, a discussion of the artist’s influences and influence, and an analysis of how the artist’s work shows the themes of the Gilded Age. Students present their posters and take notes on their classmates’ presentations.

Bloom’s Levels: Compare and Contrast
Webb’s DOK: 3
Topic 6: Politics of the Gilded Age

Essential Questions:
1. What were the strategies that different groups developed for addressing the problems of the Gilded Age?
2. What were the Populists’ beliefs and strategies for addressing the problems of the Gilded Age?
3. How did each party’s platform in 1896 address issues such as market capitalism, the use of natural resources, the growth of corporate power, government economic policies, and the national destiny of the United States?

Enduring Understanding/Big Ideas:
1. Gilded Age politics were intimately tied to big business and focused nationally on economic issues — tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform.
2. Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as Plessy v. Ferguson, were used to justify violence, as well as local and national policies of discrimination and segregation.
3. Corruption in government—especially as it related to big business—energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system.

Examples: referendum, socialism, Interstate Commerce Act, etc.

Skills Addressed:
- Analyzing Historical Evidence
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

Engaging Experience 1
Title: Gilded Age Presidents
Suggested Length of Time: 1 day

Standards Addressed:
Priority:
- Key Concept 6.1
- Key Concept 6.2
- Key Concept 6.3
Thematic Learning Outcomes:
● WXT-1.0
● WXT-2.0
● WXT-3.0
● POL-1.0
● POL-2.0
● POL-3.0
● CUL-2.0
● CUL-3.0
● NAT-2.0

Detailed Description/Instructions:
In a guided discussion, students explore the themes, problems, and politics of the Gilded Age. After viewing cartoons characterizing the period, the class works in small groups to grade several of the Gilded Age presidents. Students also take notes on a chronology of the early 1890s to set up the discussion of the election of 1896. Finally, in groups, students use a variety of sources, including songs, to analyze the origins and ideas of the Populist Party.

Bloom’s Levels: Analysis
Webb’s DOK: 3

Engaging Experience 2
Title: Politics of the Gilded Age
Suggested Length of Time: 1 day

Standards Addressed:
Priority:
● Key Concept 6.1
● Key Concept 6.2
● Key Concept 6.3

Thematic Learning Outcomes:
● WXT-1.0
● WXT-2.0
● WXT-3.0
● POL-1.0
● POL-2.0
● POL-3.0
● CUL-2.0
● CUL-3.0
● NAT-2.0
**Detailed Description/Instructions:**
Students are divided into groups representing Democrats, Populists, and Republicans. Each group presents its platform, in which it must identify the major problems facing the county, present its solutions to these problems, and critique its opponents’ ideas. The presentations can include songs, videos, posters, speeches, and pamphlets. Each group gets an opportunity to rebut the other parties’ arguments.

**Bloom’s Levels:** Analysis

**Webb’s DOK:** 3
Topic 7: Progressivism

**Essential Questions:**

1. How did changes in both class identity and gender roles relate to the economic, political, and social transformations of the Progressive Era?
2. How and why did the Progressives seek to change the role of the local, state, and federal government in the nation’s political, social, economic, and environmental affairs?
3. To what extent were the Progressives successful?

**Enduring Understanding/Big Ideas:**

1. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources.
2. In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society.

Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy.

*Examples: Clayton Antitrust Act, Florence Kelley, Federal Reserve Bank, etc.*

**Skills Addressed:**

- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Causation
- Continuity and Change over Time

**Engaging Experience 1**

**Title:** Progressive Presidents

**Suggested Length of Time:** 1 day

**Standards Addressed:**

*Priority:*

- Key Concept 7.1

*Thematic Learning Outcomes:*

- POL-2.0
- POL-3.0
- GEO-1.0
- CUL-3.0
**Detailed Description/Instructions:**
After I briefly introduce the unit, students take notes on a segment from a PBS video on Theodore Roosevelt. Students respond to questions about the video that are based on the idea of “history as biography.” The class reviews the answers in a whole-group discussion.

**Bloom’s Levels:** Analysis

**Webb’s DOK:** 3

**Engaging Experience 2**

**Title:** Progressive Reforms Women’s Suffrage

**Suggested Length of Time:** 1 day

**Standards Addressed:**

*Priority:*

- Key Concept 7.1

*Thematic Learning Outcomes:*

- POL-2.0
- POL-3.0
- GEO-1.0
- CUL-3.0

**Detailed Description/Instructions:**
Working in groups and using images and documents, students analyze the origins of Progressivism at the local and state level by examining the woman suffrage movement as a case study. Students use the documents to answer a series of scaffolding questions, in the process outlining the answer to a DBQ on the woman suffrage movement. Review these DBQ outlines for understanding of the main causes of the movement’s success, and address areas of student misunderstanding as part of the discussion of the Election of 1912.

**Bloom’s Levels:** Analysis

**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Progressive Reforms Conservation

**Suggested Length of Time:** 1 day

**Standards Addressed:**

*Priority:*

- Key Concept 7.1

*Thematic Learning Outcomes:*

- POL-2.0
- POL-3.0
- GEO-1.0
- CUL-3.0
**Detailed Description/Instructions:**
Class begins with a lecture and discussion evaluating Roosevelt’s presidency. Students work in groups to complete an activity on the beginnings of environmentalism and John Muir, Gifford Pinchot, and Richard A. Ballinger. Next, working individually, students analyze excerpts from works by these three individuals and try to match each with its author. The class reviews these excerpts in a whole-group discussion.

**Bloom’s Levels:** Analysis

**Webb’s DOK:** 3
Topic 8: The United States Becomes a World Power

Essential Questions:
1. What were the goals of U.S. policymakers in the Spanish-American War? How did U.S. involvement in this conflict alter the nation’s role in world affairs?
2. What were the goals of U.S. policymakers in World War I? How did U.S. involvement in this conflict alter the nation’s role in world affairs?
3. How did U.S. involvement in World War I set the stage for debates over civil liberties and for domestic social and political changes?

Enduring Understanding/Big Ideas:
1. Imperialism influenced the postwar foreign policy after the Spanish-American War, while the spirit of Internationalism influenced the US foreign policy after WWII. Post-war foreign policy after both the Spanish-American War and WWII was influenced by the United States wanting to have some political influence in Cuba.
2. The U.S. believed that it had a strong devotion to both freedom and democracy, and that the sooner the rest of the world accepted those principals the better. Entering the war would help foster democracy in other nations by blunting the power of more aggressive, imperial nations like Germany and the Ottoman Empire.
3. World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech.
4. As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants.

Skills Addressed:
- Argument Development
- Causation
- Continuity and Change over Time
Engaging Experience 1
Title: American imperialism
Suggested Length of Time: 1 day
Standards Addressed:

Priority:
  ● Key Concept 7.3

Thematic Learning Outcomes:
  ● WOR-2.0
  ● NAT-1.0
  ● NAT-2.0
  ● NAT-3.0
  ● POL-2.0

Detailed Description/Instructions:
Students read and analyze the argument made for imperialism by Alfred Beveridge. Students next follow a Choices Program activity in which they analyze the roots of American imperialism by reading about John Kendrick, John Manjiro, William Seward, and José Martí. Finally, we conclude with a debate on the role of the U.S. in world affairs today.

Bloom’s Levels: Analysis
Webb’s DOK: 3

Engaging Experience 2
Title: American Imperialism Spanish-American War
Suggested Length of Time: 1 day
Standards Addressed:

Priority:
  ● Key Concept 7.3

Thematic Learning Outcomes:
  ● WOR-2.0
  ● NAT-1.0
  ● NAT-2.0
  ● NAT-3.0
  ● POL-2.0

Detailed Description/Instructions:
Students work in small groups to analyze a number of primary sources dealing with the causes and effects of the Spanish-American War. Students then read excerpts from Suri, including his explanation of the 5 Ps of nation-building, and three primary source quotations about nation building in the Philippines. The quotations focus on whether the United States should annex the Philippines, and they discuss U.S. nation-building efforts there as a prototype for later efforts. The class concludes with a pro and con debate on the merits of annexation.

Bloom’s Levels: Analysis; Webb’s DOK: 3
Engaging Experience 3
Title: U.S. decision to enter into World War I
Suggested Length of Time: 1 day
Standards Addressed:

Priority:
  ● Key Concept 7.3

Thematic Learning Outcomes:
  ● WOR-2.0
  ● NAT-1.0
  ● NAT-2.0
  ● NAT-3.0
  ● POL-2.0

Detailed Description/Instructions:
In a role-playing simulation, students debate about the U.S. decision to enter into World War I. Working with partners, students portray senators from various states prior to U.S. entry into the war; they debate whether the events of successive years (1914, 1915, 1916, and 1917) warrant the United States to join. Students complete the activity by analyzing arguments made by Woodrow Wilson in his War Message and George Norris in opposition.

Bloom’s Levels: Analysis
Webb’s DOK: 3

Engaging Experience 4
Title: World War I Propaganda
Suggested Length of Time: 1 day
Standards Addressed:

Priority:
  ● Key Concept 7.3

Thematic Learning Outcomes:
  ● WOR-2.0
  ● NAT-1.0
  ● NAT-2.0
  ● NAT-3.0
  ● POL-2.0

Detailed Description/Instructions:
In a lesson that alternates between guided discussion and group work, students examine propaganda posters and other kinds of documents (found in Wheeler, Becker, and Glover) related to World War I on the home front. Students also analyze how World War I set the stage for debates over civil liberties and for domestic social and political changes.

Bloom’s Levels: Analysis
Webb’s DOK: 3
**Engaging Experience 5**

**Title:** Post World War I League of Nations Debate  
**Suggested Length of Time:** 1 day  
**Standards Addressed:**

*Priority:*
- Key Concept 7.3  

*Thematic Learning Outcomes:*
- WOR-2.0  
- NAT-1.0  
- NAT-2.0  
- NAT-3.0  
- POL-2.0  

**Detailed Description/Instructions:**

In a role-playing simulation, students work in groups representing different points of view in the U.S. Senate in 1919 and debate whether the United States should ratify the Treaty of Versailles. The teacher plays the role of Wilson. Afterward, students respond to a short-answer prompt focusing on why the United States did not ratify the treaty and asking them to connect this debate to broader themes.  

**Bloom’s Levels:** Analysis  
**Webb’s DOK:** 3
Topic 9: The 1920s

Essential Questions:
1. How did U.S. involvement in World War I set the stage for domestic social and political changes?
2. How did cultural values, popular culture, and artistic expression change in the United States in the 1920s, and how did they influence social and political change?
3. What were the causes and effects of cultural conflict in the 1920s?
4. How did internal and international migration affect urban life, cultural developments, labor issues, and government policies in the 1920s?
5. What were the causes of the Great Depression?

Enduring Understanding/Big Ideas:
1. New technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts.
2. New technologies contributed to improved standards of living, greater personal mobility, and better communications systems.
   Examples: radio, motion pictures, automobiles, etc.
3. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment.
4. The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media.
   Examples: Yiddish theater, jazz, Edward Hopper, etc.
5. It is far too simplistic to view the stock market crash as the single cause of the Great Depression. A healthy economy can recover from such a contraction. Long-term underlying causes sent the nation into a downward spiral of despair. First, American firms earned record profits during the 1920s and reinvested much of these funds into expansion. By 1929, companies had expanded to the bubble point. Workers could no longer continue to fuel further expansion, so a slowdown was inevitable. While corporate profits, skyrocketed, wages increased incrementally, which widened the distribution of wealth.
6. The richest one percent of Americans owned over a third of all American assets. Such wealth concentrated in the hands of a few limits economic growth. The wealthy tended to save money that might have been put back into the economy if it were spread among the
middle and lower classes. Middle class Americans had already stretched their debt capacities by purchasing automobiles and household appliances on installment plans.

7. There were fundamental structural weaknesses in the American economic system. Banks operated without guarantees to their customers, creating a climate of panic when times got tough. Few regulations were placed on banks and they lent money to those who speculated recklessly in stocks. Agricultural prices had already been low during the 1920s, leaving farmers unable to spark any sort of recovery. When the Depression spread across the Atlantic, Europeans bought fewer American products, worsening the slide.

Skills Addressed:
- Analyzing Historical Evidence
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

Engaging Experience 1
Title: Post World War I Red Scare
Suggested Length of Time: 1 day
Standards Addressed:
Priority:
- Key Concept 7.1
- Key Concept 7.2

Thematic Learning Outcomes:
- CUL-1.0
- CUL-2.0
- CUL-4.0
- MIG-1.0
- MIG-2.0
- WXT-2.0
- WXT-3.0

Detailed Description/Instructions:
In a class discussion, students respond to a 1919 cartoon on the Red Scare. Then, in a guided discussion, students examine the legacies of World War I including the Great Migration (and its causes and effects), the flu epidemic, the Red Scare, and the rejection of the Treaty of Versailles.

Bloom’s Levels: Analysis
Webb’s DOK: 3
**Engaging Experience 2**

**Title:** 1920s Migrations  

**Suggested Length of Time:** 2 days  

**Standards Addressed:**

*Priority:*
- Key Concept 7.1  
- Key Concept 7.2  

*Thematic Learning Outcomes:*
- CUL-1.0  
- CUL-2.0  
- CUL-4.0  
- MIG-1.0  
- MIG-2.0  
- WXT-2.0  
- WXT-3.0  

**Detailed Description/Instructions:**  
In a two-day lesson that alternates between lecture, discussion, and group work, students analyze a variety of sources on the cultural conflicts of the 1920s. The core of the lesson has students analyze works from Jacob Lawrence’s painting series on the Great Migration both before and after examining various cultural conflicts. Conflicts addressed include those involving migration, immigration, religion, technological change, popular culture, music and art, gender, and modern values.  

*Bloom’s Levels:* Analysis  
*Webb’s DOK:* 3

**Engaging Experience 3**

**Title:** 1920s Growth of Big Business  

**Suggested Length of Time:** 2 days  

**Standards Addressed:**

*Priority:*
- Key Concept 7.1  
- Key Concept 7.2  

*Thematic Learning Outcomes:*
- CUL-1.0  
- CUL-2.0  
- CUL-4.0  
- MIG-1.0  
- MIG-2.0  
- WXT-2.0  
- WXT-3.0
Detailed Description/Instructions:
Working in groups and using documents that focus on the growth in the automobile industry and on advertising, students evaluate economic changes and policies in the 1920s and their effects on class identity and gender roles. Students briefly respond to a short-answer question asking them to evaluate the most significant changes in the 1920s. Lead a discussion of their answers to check for understanding.

Bloom’s Levels: Analysis
Webb’s DOK: 3

Engaging Experience 4
Title: 1920s Causes of Great Depression
Suggested Length of Time: 2 days
Standards Addressed:

Priority:
- Key Concept 7.1
- Key Concept 7.2

Thematic Learning Outcomes:
- CUL-1.0
- CUL-2.0
- CUL-4.0
- MIG-1.0
- MIG-2.0
- WXT-2.0
- WXT-3.0

Detailed Description/Instructions:
Working in groups and using charts, tables, statistics, and writings from economic historians, students evaluate the causes of the Great Depression. Students then individually write in response to a short-answer question comparing the causes of the Great Depression with the causes of the 2008 recession.

Bloom’s Levels: Analysis
Webb’s DOK: 3
**Topic 10: The Depression and the New Deal**

**Essential Questions:**
1. How did the Great Depression change the U.S. economy, society, politics, and culture and influence public debates about U.S. national identity in the 20th century?
2. How and why did liberal and conservative activists critique the New Deal and pressure Franklin D. Roosevelt to change his economic and social policies?
3. How and why did political alignments change during the 1930s and 1940s?

**Enduring Understanding/Big Ideas:**
1. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism. Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.
2. Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope. Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working class communities identified with the Democratic Party.
3. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity. New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures. Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement. In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time
**Engaging Experience 1**

**Title:** Great Depression Impact on Everyday Americans  
**Suggested Length of Time:** 1 day  
**Standards Addressed:**

*Priority:*
- Key Concept 7.1  
- Key Concept 7.2  

*Thematic Learning Outcomes:*
- WXT-1.0  
- WXT-2.0  
- MIG-2.0  
- POL-1.0  
- POL-3.0  
- CUL-2.0

**Detailed Description/Instructions:**
Students examine the experience of Americans during the Great Depression, alternating between individual work and guided discussion and using sources (found in Kennedy and at Library of Congress websites) such as oral histories, songs, and photographs. Areas of inquiry include migration, challenges to the social and economic order, and ideas of national identity.  

*Bloom’s Levels:* Analysis  
*Webb’s DOK:* 3

**Engaging Experience 2**

**Title:** Great Depression Hoover vs. FDR  
**Suggested Length of Time:** 1 day  
**Standards Addressed:**

*Priority:*
- Key Concept 7.1  
- Key Concept 7.2

*Thematic Learning Outcomes:*
- WXT-1.0  
- WXT-2.0  
- MIG-2.0  
- POL-1.0  
- POL-3.0  
- CUL-2.0

**Detailed Description/Instructions:**
Students compare and contrast statements by Herbert Hoover and Franklin D. Roosevelt in the 1932 election, identifying the statements as differing positions on the causes of and remedies for the Great Depression. After watching an excerpt about Roosevelt’s biography from PBS’s
American Experience: FDR, students participate in a guided discussion on the events of 1929–1932 and Hoover’s actions in response to the Great Depression.

**Bloom’s Levels:** Analysis  
**Webb’s DOK:** 3

### Engaging Experience 3  
**Title:** Great Depression FDR First 100 Days  
**Suggested Length of Time:** 1 day  
**Standards Addressed:**  

**Priority:**  
- Key Concept 7.1  
- Key Concept 7.2  

**Thematic Learning Outcomes:**  
- WXT-1.0  
- WXT-2.0  
- MIG-2.0  
- POL-1.0  
- POL-3.0  
- CUL-2.0  

**Detailed Description/Instructions:**  
After reading and discussing the ideals of the New Deal as laid out in Roosevelt’s First Inaugural Address, students work in groups to evaluate the goals of the New Deal (relief, recovery, and reform) and whiteboard specific laws passed to try to achieve each goal. Students then analyze the 1936 Republican Platform to understand criticisms of the first New Deal and look at ways that Roosevelt responded to those criticisms.

**Bloom’s Levels:** Analysis  
**Webb’s DOK:** 3

### Engaging Experience 4  
**Title:** Great Depression and Progressive Reforms  
**Suggested Length of Time:** 1 day  
**Standards Addressed:**  

**Priority:**  
- Key Concept 7.1  
- Key Concept 7.2
**Thematic Learning Outcomes:**
- WXT-1.0
- WXT-2.0
- MIG-2.0
- POL-1.0
- POL-3.0
- CUL-2.0

**Detailed Description/Instructions:**
Working in groups, students whiteboard a comparison of the New Deal reformers and the Progressives, focusing on the goals and impact of each with regard to politics, the economy, society, the environment, and the arts. We then have a whole-group discussion in which students evaluate the New Deal by examining various historians’ interpretations of it.

**Bloom’s Levels:** Analysis

**Webb’s DOK:** 3
Topic 11: World War II

**Essential Questions:**

1. How did debates over U.S. involvement in World War II relate to contemporary discussions of political values (such as democracy, freedom, and citizenship) and about U.S. national identity?
2. What were the goals of U.S. policymakers in World War II?
3. How did U.S. involvement in World War II lead to domestic social changes and debates over civil liberties?

**Enduring Understanding/Big Ideas:**

1. Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.
2. The dominant American role in the Allied victory and postwar peace settlements, combined with the war-ravaged condition of Asia and Europe, allowed the United States to emerge from the war as the most powerful nation on earth. After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build an international security system.
3. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order.

**Skills Addressed:**

- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Experience 1**

**Title:** World War II from Isolation to Intervention

**Suggested Length of Time:** 1 day

**Standards Addressed:**

- **Priority:** Key Concept 7.3
- **Thematic Learning Outcomes:**
  - NAT-1.0
  - NAT-3.0
NAT-4.0
CUL-3.0
WOR-2.0

Detailed Description/Instructions:
Working in groups and using documents (including political cartoons, Woody Guthrie’s “The Sinking of the Reuben James,” and Norman Rockwell’s Four Freedoms paintings), students analyze the road to U.S. involvement in World War II and U.S. aims in the war. The class culminates in a whole-group discussion about when U.S. entry into World War II became inevitable.

Bloom’s Levels: Analysis
Webb’s DOK: 3

Engaging Experience 2
Title: World War II Women and African Americans
Suggested Length of Time: 1 day
Standards Addressed:

Priority:
- Key Concept 7.3

Thematic Learning Outcomes:
- NAT-1.0
- NAT-3.0
- NAT-4.0
- CUL-3.0
- WOR-2.0

Detailed Description/Instructions:

Activity 1
In a guided discussion, and using a variety of documents (including propaganda posters and A. Philip Randolph’s letter to Eleanor Roosevelt), students compare the wartime experiences of women and of African Americans.

Activity 2
In a guided discussion and using a variety of documents (including photographs by Dorothea Lange, and Daniel Inouye’s story from Tom Brokaw’s The Greatest Generation), students evaluate and compare the wartime experiences of Jews and of Japanese Americans.

Bloom’s Levels: Analysis
Webb’s DOK: 3
Engaging Experience 3
Title: World War II Who Won and Who Lost
Suggested Length of Time: 1 day
Standards Addressed:

Priority:
- Key Concept 7.3

Thematic Learning Outcomes:
- NAT-1.0
- NAT-3.0
- NAT-4.0
- CUL-3.0
- WOR-2.0

Detailed Description/Instructions:
Working in groups, students whiteboard on the reasons that the Allies won the war. Each group considers one of the following kinds of factors: political, economic, military, environmental, or diplomatic. In a whole group discussion, students debate the relative importance of these factors and then consider how the war changed the United States.

Bloom’s Levels: Compare and Contrast
Webb’s DOK: 3
Engaging Scenario

Students individually write responses to the 2003 AP U.S. History Exam’s DBQ on the Progressives: Evaluate the effectiveness of the Progressive-era reformers and the federal government in bringing about reform at the national level. In your answer be sure to analyze both the successes and the limitations of these efforts in the period 1900-1920.

For the document-based question, a good response should: n contain an evaluative thesis that establishes the student's argument and responds to the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph. n describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference. Explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference. Use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question. Explain how the document’s point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Conquering a Continent</td>
<td>Themes of the Gilded Age</td>
<td>Introduce students to the themes of the Gilded Age as embodied by the Transcontinental Railroad. Students take notes on a video about the building of the Transcontinental Railroad. Then discuss students’ answers to the questions posed during the video and clarify any areas of confusion.</td>
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<tr>
<td>Conquering a Continent</td>
<td>Letter from Uriah Oblinger</td>
<td>After a document-prompt activity in which students analyze a letter from Uriah Oblinger, in which he describes life on the plains, students work in small groups to whiteboard and present the different frontiers in the New West (such as Yellowstone) and developments in the West (such as the emergence of the cattle industry, and the arrival and growth of various populations including miners, homesteaders, women, and Chinese immigrants).</td>
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<tr>
<td>Conquering a Continent</td>
<td>The West</td>
<td>Students take notes on video excerpts about Sitting Bull and Custer, from PBS’s The West. Afterward, discuss students’ answers to the questions posed in the video and clarify any areas of confusion. The lesson continues with a guided discussion of Sitting Bull, Custer, Little Bighorn, the Oklahoma Land Rush, the Dawes Act, Wounded Knee, and mining in Butte, Montana.</td>
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<tr>
<td>Conquering a Continent</td>
<td>Government Policies and Native Americans</td>
<td>In a guided discussion, students review government policies toward Native Americans and strategies employed by Native Americans to try to preserve their land and culture (including peaceful cooperation, armed resistance, armed flight, assimilation, and the Ghost Dance</td>
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movement). Working with a partner, students connect these strategies to events, people, and strategies studied previously in the course. The lesson concludes with the completion of a matching activity on people and terms of the New West.

<p>| Industrial America | Robber Barons or Captains of Industry | In a guided discussion, students analyze the factors that led to the growth of industry in the Gilded Age. The discussion includes an examination of the case studies of Andrew Carnegie, John D. Rockefeller, J.P. Morgan, and James Buchanan Duke. Working with a partner, students create a T-chart evaluating these industrialists as captains of industry or robber barons. Review the charts and clarify any areas of confusion at the beginning of the next class. | 1 day |
| --- | --- | --- |
| Industrial America | Robber Barons or Captains of Industry | In a document-prompt activity, students explore Andrew Carnegie’s article describing the idea of the gospel of wealth. Next, in a class discussion, students use documents and cartoons to examine philosophical, moral, and scientific ideas that were used to defend the dominant economic and social order. Then, working in small groups, students examine excerpts from an early Sears catalog, along with images of a 19th-century department store, in order to assess the growth and effects of the new consumer culture. | 1 day |
| Industrial America | Immigration Patterns of Gilded Age | Working in groups, students use primary source documents (from Gabaccia’s Freedom to Move) — as well as a historical chronology, images, charts, and statistics — to analyze immigration patterns in the 19th century. Students focus on changes in the numbers of migrants and their countries of origin, and they examine how this migration altered the ethnic and social makeup of the U.S. population and caused conflict over labor issues, assimilation, and distinctiveness. | 1 day |</p>
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<tr>
<th>Topic</th>
<th>Subtopic</th>
<th>Activity</th>
<th>Duration</th>
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<tr>
<td>Industrial America</td>
<td>Labor during the Gilded Age</td>
<td>In a guided discussion, students analyze how and why a new labor system developed, as well as how and why industrialization shaped U.S. society and workers’ lives. They then compare the goals, beliefs, and strategies of the Knights of Labor, the America Federation of Labor, and the International Workers of the World (IWW), focusing most specifically on the preamble to the IWW’s constitution.</td>
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<tr>
<td>Urbanization</td>
<td>Rise of Cities during Gilded Age</td>
<td>Working in groups and using maps, charts, and images, students analyze the rise of cities in the Gilded Age. With a partner, students create a T-chart of benefits and problems of the new metropolis. The class reviews these problems in a whole-group discussion, giving me the opportunity to address any areas of confusion.</td>
<td>1 day</td>
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<tr>
<td>Urbanization</td>
<td>Rise of the Cities Urban problems and reform</td>
<td>Students whiteboard various efforts and individuals (such as settlement houses, Jacob Riis, political machines, and the City Beautiful Movement) involved in trying to solve the problems in the cities. With a partner, students grade the success of each reform effort or individual. The class reviews these grades in a whole-group discussion.</td>
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<tr>
<td>The New South</td>
<td>Formation of the New South?</td>
<td>In a guided discussion, students are introduced to the themes of the New South through reading poems by Paul Laurence Dunbar, part of a speech by Henry Grady, and news reports of the Wilmington Race Riots. Students then work in jigsaw groups to analyze the history of Charlotte in the late 19th-century and the biographies of four key Charlotteans.</td>
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<td>The New South</td>
<td>African American Reformers DuBois and Washing</td>
<td>As a homework assignment, students read primary sources written by African American leaders including Booker T. Washington, W.E.B. Du Bois, Ida B. Wells-Barnett, and Henry McNeal Turner. The next day in class, students</td>
<td>1 day</td>
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<td>American Culture in the Gilded Age</td>
<td>American Culture in the Gilded Age</td>
<td>Students whiteboard and present key aspects of culture in the Gilded Age, including education, sports, the outdoors, women in the public sphere, science, modernism, and religion.</td>
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<tr>
<td>American Culture in the Gilded Age</td>
<td>American Culture in the Gilded Age</td>
<td>Students read two different interpretations of art in the Gilded Age, excerpted from Hughes. They then create and bring to class a poster on a Gilded Age painter, sculptor, photographer, or architect. Each poster must include three to five images, information about the artist, a discussion of the artist’s influences and influence, and an analysis of how the artist’s work shows the themes of the Gilded Age. Students present their posters and take notes on their classmates’ presentations.</td>
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<td>Politics in the Gilded Age</td>
<td>Gilded Age Presidents</td>
<td>In a guided discussion, students explore the themes, problems, and politics of the Gilded Age. After viewing cartoons characterizing the period, the class works in small groups to grade several of the Gilded Age presidents. Students also take notes on a chronology of the early 1890s to set up the discussion of the election of 1896. Finally, in groups, students use a variety of sources, including songs, to analyze the origins and ideas of the Populist Party.</td>
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<tr>
<td>Politics in the Gilded Age</td>
<td>Gilded Age Party Platforms</td>
<td>Students are divided into groups representing Democrats, Populists, and Republicans. Each group presents its platform, in which it must identify the major problems facing the county, present its solutions to these problems, and critique its opponents’ ideas. The presentations can include songs, videos, posters, speeches, and pamphlets. Each group gets an opportunity to rebut the other parties’ arguments.</td>
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<td>Progressivism</td>
<td>Progressive Presidents</td>
<td>After I briefly introduce the unit, students take notes on a segment from a PBS video on Theodore Roosevelt. Students respond to questions about the video that are based on the idea of “history as biography.” The class reviews the answers in a whole-group discussion.</td>
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<td>Progressivism</td>
<td>Progressive Reforms Women’s Suffrage</td>
<td>Working in groups and using images and documents, students analyze the origins of Progressivism at the local and state level by examining the woman suffrage movement as a case study. Students use the documents to answer a series of scaffolding questions, in the process outlining the answer to a DBQ on the woman suffrage movement. Review these DBQ outlines for understanding of the main causes of the movement’s success, and address areas of student misunderstanding as part of the discussion of the Election of 1912.</td>
<td>1 day</td>
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<td>Progressivism</td>
<td>Progressive Reforms Conservation</td>
<td>Class begins with a lecture and discussion evaluating Roosevelt’s presidency. Students work in groups to complete an activity on the beginnings of environmentalism and John Muir, Gifford Pinchot, and Richard A. Ballinger. Next, working individually, students analyze excerpts from works by these three individuals and try to match each with its author. The class reviews these excerpts in a whole-group discussion</td>
<td>1 day</td>
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<td>The United States Becomes a World Power</td>
<td>American imperialism</td>
<td>Students read and analyze the argument made for imperialism by Alfred Beveridge. Students next follow a Choices Program activity in which they analyze the roots of American imperialism by reading about John Kendrick, John Manjiro, William Seward, and José Martí. Finally, we conclude with a debate on the role of the U.S. in world affairs today.</td>
<td>1 day</td>
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<tr>
<td>The United States</td>
<td>American Imperialism</td>
<td>Students work in small groups to analyze a number of primary sources dealing with the</td>
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<td>Spanish-American War</td>
<td>Becomes a World Power</td>
<td>Students then read excerpts from Suri, including his explanation of the 5 Ps of nation-building, and three primary source quotations about nation building in the Philippines. The quotations focus on whether the United States should annex the Philippines, and they discuss U.S. nation-building efforts there as a prototype for later efforts. The class concludes with a pro and con debate on the merits of annexation.</td>
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<tr>
<td>U.S. decision to enter into World War I</td>
<td>The United States Becomes a World Power</td>
<td>In a role-playing simulation, students debate about the U.S. decision to enter into World War I. Working with partners, students portray senators from various states prior to U.S. entry into the war; they debate whether the events of successive years (1914, 1915, 1916, and 1917) warrant the United States to join. Students complete the activity by analyzing arguments made by Woodrow Wilson in his War Message and George Norris in opposition.</td>
<td>1 day</td>
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<tr>
<td>World War I Propaganda</td>
<td>The United States Becomes a World Power</td>
<td>In a lesson that alternates between guided discussion and group work, students examine propaganda posters and other kinds of documents (found in Wheeler, Becker, and Glover) related to World War I on the home front. Students also analyze how World War I set the stage for debates over civil liberties and for domestic social and political changes.</td>
<td>1 day</td>
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<tr>
<td>Post World War I League of Nations Debate</td>
<td>The United States Becomes a World Power</td>
<td>In a role-playing simulation, students work in groups representing different points of view in the U.S. Senate in 1919 and debate whether the United States should ratify the Treaty of Versailles. The teacher plays the role of Wilson. Afterward, students respond to a short-answer prompt focusing on why the United States did not ratify the treaty and asking them to connect this debate to broader themes.</td>
<td>1 day</td>
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<td>The 1920s</td>
<td>Post World War I Red Scare</td>
<td>In a class discussion, students respond to a 1919 cartoon on the Red Scare. Then, in a guided discussion, students examine the legacies of World War I including the Great Migration (and its causes and effects), the flu epidemic, the Red Scare, and the rejection of the Treaty of Versailles.</td>
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<td>The 1920s</td>
<td>1920s Migrations</td>
<td>In a two-day lesson that alternates between lecture, discussion, and group work, students analyze a variety of sources on the cultural conflicts of the 1920s. The core of the lesson has students analyze works from Jacob Lawrence’s painting series on the Great Migration both before and after examining various cultural conflicts. Conflicts addressed include those involving migration, immigration, religion, technological change, popular culture, music and art, gender, and modern values.</td>
<td>2 days</td>
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<td>The 1920s</td>
<td>1920s Growth of Big Business</td>
<td>Working in groups and using documents that focus on the growth in the automobile industry and on advertising, students evaluate economic changes and policies in the 1920s and their effects on class identity and gender roles. Students briefly respond to a short-answer question asking them to evaluate the most significant changes in the 1920s. Lead a discussion of their answers to check for understanding.</td>
<td>2 days</td>
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<td>The 1920s</td>
<td>1920s Causes of Great Depression</td>
<td>Working in groups and using charts, tables, statistics, and writings from economic historians, students evaluate the causes of the Great Depression. Students then individually write in response to a short-answer question comparing the causes of the Great Depression with the causes of the 2008 recession.</td>
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<td>The Great Depression</td>
<td>Great Depression</td>
<td>Students examine the experience of Americans during the Great Depression, alternating between</td>
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<td>and the New Deal</td>
<td>Impact on Everyday Americans</td>
<td>individual work and guided discussion and using sources (found in Kennedy and at Library of Congress websites) such as oral histories, songs, and photographs. Areas of inquiry include migration, challenges to the social and economic order, and ideas of national identity.</td>
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<td>The Depression and the New Deal</td>
<td>Great Depression Hoover vs. FDR</td>
<td>Students compare and contrast statements by Herbert Hoover and Franklin D. Roosevelt in the 1932 election, identifying the statements as differing positions on the causes of and remedies for the Great Depression. After watching an excerpt about Roosevelt’s biography from PBS’s American Experience: FDR, students participate in a guided discussion on the events of 1929–1932 and Hoover’s actions in response to the Great Depression.</td>
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<tr>
<td>The Depression and the New Deal</td>
<td>Great Depression FDR First 100 Days</td>
<td>After reading and discussing the ideals of the New Deal as laid out in Roosevelt’s First Inaugural Address, students work in groups to evaluate the goals of the New Deal (relief, recovery, and reform) and whiteboard specific laws passed to try to achieve each goal. Students then analyze the 1936 Republican Platform to understand criticisms of the first New Deal and look at ways that Roosevelt responded to those criticisms.</td>
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<tr>
<td>The Depression and the New Deal</td>
<td>Great Depression and Progressive Reforms</td>
<td>Working in groups, students whiteboard a comparison of the New Deal reformers and the Progressives, focusing on the goals and impact of each with regard to politics, the economy, society, the environment, and the arts. We then have a whole-group discussion in which students evaluate the New Deal by examining various historians’ interpretations of it.</td>
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<td>World War II</td>
<td>World War II From</td>
<td>Working in groups and using documents (including political cartoons, Woody Guthrie’s “The Sinking of the Reuben James,” and Norman</td>
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<td>Isolation to Intervention</td>
<td>Rockwell’s Four Freedoms paintings), students analyze the road to U.S. involvement in World War II and U.S. aims in the war. The class culminates in a whole-group discussion about when U.S. entry into World War II became inevitable.</td>
<td>1 day</td>
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| World War II Women and African Americans | **Activity 1**  
In a guided discussion, and using a variety of documents (including propaganda posters and A. Philip Randolph’s letter to Eleanor Roosevelt), students compare the wartime experiences of women and of African Americans.  
**Activity 2**  
In a guided discussion and using a variety of documents (including photographs by Dorothea Lange, and Daniel Inouye’s story from Tom Brokaw’s The Greatest Generation), students evaluate and compare the wartime experiences of Jews and of Japanese Americans. | 1 day |
| World War II Who Won and Who Lost | Working in groups, students whiteboard on the reasons that the Allies won the war. Each group considers one of the following kinds of factors: political, economic, military, environmental, or diplomatic. In a whole group discussion, students debate the relative importance of these factors and then consider how the war changed the United States. | 1 day |
Subject: AP US History
Grade: 11
Name of Unit: Limits of a Global Power (1945-present)
Length of Unit: 4 weeks
Overview of Unit: Unit IV focuses on the challenges America faces attempting to balance security and liberty, both at home and abroad in an increasingly interdependent world. As the United States confronts and largely defeats Communism abroad while defending its ideals domestically, we are also thrust into the role of global policeman among world nations that cannot agree on sharing the results of a spectacular growth in both living standards and in liberty - and a growth in threats to both. The unit then finishes with a new conflict America must also confront in fundamentalist terrorism on a global scale.

Priority Standards for unit:
- Key Concept 8.1 — The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.
  I. United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.
    A. As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered nonCommunist nations.
    B. Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea and Vietnam.
    C. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).
    D. Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained
  II. Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.
A. Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.

B. Although anticommunist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate antiwar protests that became more numerous as the war escalated and sometimes led to violence.

C. Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.

D. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

- Key Concept 8.2 — New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

   A. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.

   B. The three branches of the federal government used measures including desegregation of the armed services, Brown v. Board of Education, and the Civil Rights Act of 1964 to promote greater racial equality.

   C. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

II. Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

   A. Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.

   B. Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.

   C. Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.

   D. Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat
pollution and protect natural resources. The federal government established new environmental programs and Regulations.

III. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

A. Liberalism, based on anticommunism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.

B. Liberal ideas found expression in Lyndon Johnson’s Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues. A series of Supreme Court decisions expanded civil rights and individual liberties.

C. In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign Policies.

D. Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

E. Public confidence and trust in government’s ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.

F. The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

- Key Concept 8.3 — Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.

A. A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.

B. As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.

C. Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.

II. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.
A. Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

B. Feminists and young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents’ generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.

C. The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

- Key Concept 9.1 — A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.
  
  I. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.
     A. Ronald Reagan’s victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.
     B. Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.
     C. Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.

- Key Concept 9.2 — Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
  
  I. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.
    A. Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.
    B. Technological innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviors and networks.
    C. Employment increased in service sectors and decreased in manufacturing, and union membership declined.
    D. Real wages stagnated for the working and middle class amid growing economic inequality.
II. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.
   A. After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.
   B. International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.
   C. Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures

Key Concept 9.3 — The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

I. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.
   A. Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.
   B. Increased U.S. military spending, Reagan’s diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War
   C. The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.

II. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.
   A. In the wake of attacks on the World Trade Center and the Pentagon, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.
   B. The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.
   C. Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.
   D. Despite economic and foreign policy challenges, the United States continued as the world’s leading superpower in the 21st century.

Related Thematic Learning Outcomes:

- NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity
• NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.
• NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.
• NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.
• CUL-1.0: Explain how religious groups and ideas have affected American society and political life.
• CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
• CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.
• CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
• POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
• POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
• POL-3.0: Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.
• WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.
• WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
• WXT-3.0: Analyze how technological innovation has affected economic development and society.
• WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.
• GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
• MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.
• MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td></td>
<td><strong>Period 8 Terms</strong></td>
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<tr>
<td></td>
<td>World War II</td>
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<td>Containment</td>
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<td>Korean War</td>
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<td>Decolonization</td>
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<td>nationalist movements</td>
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<td>Middle East</td>
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<td>military-industrial complex</td>
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<td>non-violent civil disobedience</td>
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<td>Brown v. Board of Education</td>
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<td>Civil Rights Act of 1964</td>
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<td>desegregation</td>
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<td>Lyndon Johnson</td>
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<td>“Great Society”</td>
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<td>baby boom</td>
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<td>middle-class suburbanization</td>
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<td>“Sun Belt”</td>
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<td>Immigration Act of 1965</td>
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<td><strong>Period 9 Terms</strong></td>
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<td>neo-conservatism</td>
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<td>deregulation of industry</td>
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<td>“big government”</td>
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<td>end of the Cold War</td>
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<td>Ronald Reagan</td>
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<td>interventionist foreign policy</td>
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<td>Mikhail Gorbachev</td>
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<td>September 11, 2001</td>
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<td>war of terrorism</td>
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<td>climate change</td>
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<td>internet</td>
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</tbody>
</table>
**Essential Questions:**
1. What were the origins of the Cold War and the goals of U.S. policymakers in the Cold War?
2. How did U.S. involvement in the Cold War alter the nation’s role in world affairs?
3. How did U.S. involvement in the Cold War lead to debates over civil liberties and American national identity?

**Enduring Understandings/Big Ideas:**
1. The ideological differences which of American liberty and Soviet communism/totalitarianism were the foundations of the Cold War.
2. The United States believed it could no longer stay an isolationist country as it had been before World War II, and became heavily involved in maintaining a balance of power with the Soviet Union in the economic, political, and military areas of world affairs.
3. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Experience 1**
**Title:** Cold War America
**Suggested Length of Time:** 1 Day
**Standards Addressed**

*Priority:*
- Key Concept 8.1

*Thematic Learning Objectives:*
- WXT-2.0
- WOR-2.0
- NAT-2.0
- NAT-3.0
**Detailed Description/Instructions:** After introducing the new unit, students take notes on a lecture evaluating the state of the world in 1945. They then work in small groups to examine a series of documents on the origins of the Cold War and to compare and contrast the Truman Doctrine and the Marshall Plan.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

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**Engaging Experience 2**

**Title:** Containment and the Truman Doctrine

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- Key Concept 8.1

*Thematic Learning Objectives:*

- WXT-2.0
- WOR-2.0
- NAT-2.0
- NAT-3.0

**Detailed Description/Instructions:** Students read NSC-68 and then participate in a whole-group discussion comparing the report with the documents on Cold War origins from the previous activity. After taking notes on a brief lecture on the causes and course of the Korean War, students engage in a whole-group discussion about the consequences of the war and debate whether it should be known as the “Forgotten War.” Students conclude by evaluating the success of containment by whiteboarding the Cold War events of the 1950s in Europe and around the world, including the origins of U.S.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Topic 2: Triumph of the Middle Class

**Essential Questions:**
1. How did U.S. involvement in the Cold War set the stage for domestic political and social changes?
2. What were the causes and effects of economic growth and demographic change after World War II?
3. How did Americans defend and challenge the dominant political, economic, and social order after World War II?
4. How and why have modern cultural values and popular culture grown since World War II, and how have these values affected U.S. politics and society?

**Enduring Understandings/Big Ideas:**
1. The affluence of the post-war economic boom was not shared by all citizens of the United States. This led growing numbers of women and minorities to press for a more inclusive role in the economic, political and social benefits of the United States.
2. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965.
3. These economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture, as well as challenges to conformity by artists, intellectuals, and rebellious youth. *Examples: Beat movement, The Affluent Society, rock and roll music, etc.*
4. Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time
Engaging Experience 1
Title: Affluence in the 1950s
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Key Concept 8.1
- Key Concept 8.3

Thematic Learning Objectives:
- NAT-3.0
- WXT-3.0
- MIG-1.0
- MIG-2.0
- CUL-1.0
- CUL-2.0
- CUL-3.0
- POL-1.0
- POL-3.0

Detailed Description/Instructions: After reading a short online article defining today’s middle class, students work in groups to analyze a variety of sources on the factors that led to economic growth in postwar America and the rise of the middle class, the suburbs, and the Sun Belt. Students then work in pairs to find and analyze online biographies of individuals who shaped the growth of middle-class values at the time, including Ray Kroc, Walt Disney, Jonas Salk, Billy Graham, William Levitt, Henry J. Kaiser, and Milton Berle.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Topic 3: The Civil Rights Movement

**Essential Questions:**
1. What were the origins of the civil rights movement?
2. How did the goals, strategies, and support of the movement for African American civil rights change over time?
3. How did the civil rights movement change American politics and society?

**Enduring Understandings/Big Ideas:**
1. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting.
2. Following World War II, civil rights activists utilized a variety of strategies—legal challenges, direct action, and nonviolent protest tactics—to combat racial discrimination. As patience wore thin into the 1960s, several leaders such as Malcolm X, Stokely Carmichael and the Black Panthers, took a more militant stance in their demands for racial justice.
   *Examples: Fannie Lou Hamer, John Lewis, Thurgood Marshall, etc.*
3. Decision-makers in each of the three branches of the federal government used measures including desegregation of the armed services, Brown v. Board of Education, and the Civil Rights Act of 1964 to promote greater racial justice.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Activity 1**
**Title:** Civil Rights
**Suggested Length of Time:** 1 Day
**Standards Addressed**

*Priority:*
- Key Concept 8.2

*Thematic Learning Objectives:*
- NAT-1.0
- NAT-2.0
- NAT-4.0
• POL-1.0
• POL-2.0

**Detailed Descriptions/Instructions:** Students compare and evaluate the goals and tactics of leaders in the civil rights movement by analyzing texts by Martin Luther King, Jr., Malcolm X, and Stokely Carmichael. Next, working in pairs, students use their knowledge about the civil rights movement to place photographs of the movement in chronological order; they then present their chosen order to the class and explain their reasoning. In a concluding class discussion, discuss the correct order for the photographs, reteaching concepts where necessary.

**Bloom’s Levels:** Analysis

**Webb’s DOK:** 3
Topic 4: The 1960s

**Essential Questions:**

2. How did involvement in these conflicts set the stage for domestic social changes and changes to U.S. foreign policy goals?
3. How and why did the Supreme Court and Great Society programs change the federal government’s role in the nation’s political, social, economic, and environmental affairs?
4. How did African American civil rights activism in the 20th century affect the growth of other political and social movements, and how did those movements affect American culture, politics, and society?

**Enduring Understandings/Big Ideas:**

1. The United States sought to “contain” Soviet-dominated communism through a variety of measures, including military engagements in Korea and Vietnam.
   *Examples: development of hydrogen bomb, massive retaliation, space race, etc*
2. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes.
3. Liberalism, based on anticommunism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s. Liberal ideas found expression in Lyndon Johnson’s Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues. A series of Supreme Court decisions expanded civil rights and individual liberties.
4. Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

**Skills Addressed:**

- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time
Engaging Activity 1
Title: John F. Kennedy’s Inaugural Address
Suggested Length of Time: 1 Day
Standards Addressed:

Priority:
- Key Concept 8.1
- Key Concept 8.2
- Key Concept 8.3

Thematic Learning Objectives:
- WOR-2.0
- NAT-1.0
- NAT-2.0
- NAT-3.0
- NAT-4.0
- POL-1.0
- POL-2.0
- POL-3.0
- CUL-1.0
- CUL-2.0
- CUL-3.0
- CUL-4.0
- GEO-1.0
- MIG-1.0

Detailed Descriptions/Instructions: In a whole-group discussion, students analyze John F. Kennedy’s Inaugural Address and connect it to his foreign and domestic policies. Students next work in pairs to evaluate Kennedy’s presidency using the same process used with Harry S. Truman and Dwight D. Eisenhower, focusing on his role in 1960s liberalism and in the Cold War.

Bloom’s Levels: Analysis
Webb’s DOK: 3
**Essential Questions:**
1. What were the cultural, economic, and political effects of the rise of the Sun Belt?
2. How did U.S. involvement in international crises influence public debates about U.S. power, the nation’s role in world affairs, and national identity in the 1970s?
3. How were the 1970s a decade of limits to energy, prosperity, rights, presidential power, and global power?

**Enduring Understandings/Big Ideas:**
1. A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the “Sun Belt” as a political and economic force.
2. Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes with varying levels of commitment to democracy. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.
3. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources.

**Skills Addressed:**
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

**Engaging Activity 1**
**Title:** Politics from 1965 to 1973
**Suggested Length of Time:** 1 Day

**Standards Addressed:**

*Priority:*
- Key Concept 8.1
- Key Concept 8.2
- Key Concept 8.3
Thematic Learning Objectives:

- WXT-2.0
- WOR-2.0
- NAT-3.0
- GEO-1.0
- POL-1.0
- POL-2.0
- POL-3.0
- CUL-1.0
- CUL-2.0

Detailed Descriptions/Instructions: Working in small groups, students explain how politics, civil rights, and foreign policy (especially with regard to Vietnam) changed from 1965 to 1973. Each group prepares a whiteboard presentation analyzing the causes of the changes and evaluating the successes that resulted from the changes.

Bloom’s Levels: Analysis
Webb’s DOK: 3
Topic 6: The New Conservatism - The Reagan Years

**Essential Questions:**
1. Why did the modern conservative movement rise to prominence, and how did it change the federal government’s role in the nation’s political, social, economic, and environmental affairs?
2. How did the end of the Cold War influence public debates about U.S. national identity in the 20th century and alter the U.S. role in world affairs?
3. How have U.S. foreign policy goals and actions evolved since the end of the Cold War? How has the War on Terrorism affected U.S. society and politics?

**Enduring Understandings/Big Ideas:**
1. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement. In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies. Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad. The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.
2. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.
3. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War. Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons. The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.
Skills Addressed:

- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

Engaging Activity 1

Title: Reagan’s Domestic Policies

Suggested Length of Time: 1 Day

Standards Addressed:

Priority:

- Key Concept 9.1
- Key Concept 9.2
- Key Concept 9.3

Thematic Learning Objectives:

- POL-1.0
- POL-2.0
- POL-3.0
- WXT-2.0
- NAT-2.0
- NAT-3.0
- NAT-4.0
- CUL-3.0
- WOR-2.0
- GEO-1.0

Detailed Descriptions/Instructions: Students grade Reagan’s domestic policies and conservatives’ effort to change the role of the federal government, and then justify their grades in a whole-group discussion. A guided discussion then explores how Reagan’s presidency laid the groundwork for political debates that have been taking place since the 1980s. Working in groups, students evaluate Reagan’s foreign policy and research the question, Who won the Cold War? by reading a selection of journal articles and excerpts from historians on the question. Finally, students debate U.S. foreign policy goals and initiatives following the Cold War.

Bloom’s Levels: Analysis

Webb’s DOK: 3
Topic 7: A Global Society

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

Enduring Understandings/Big Ideas:
1. Reduced public faith in the government’s ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism.
2. The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as debates over the nature and extent of American power in the world.
3. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights.
4. The increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.
5. The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.
6. Demographic changes intensified debates about gender roles, family structures, and racial and national identity.
Skills Addressed:
- Analyzing Historical Evidence
- Argument Development
- Contextualization
- Comparison
- Causation
- Continuity and Change over Time

Engaging Activity 1
Title: Demographic Changes and Globalization
Suggested Length of Time: 1 Day
Standards Addressed:

Priority:
- Key Concept 9.1
- Key Concept 9.2
- Key Concept 9.3

Thematic Learning Objectives:
- WXT-1.0
- WXT-2.0
- WXT-3.0
- POL-1.0
- POL-3.0
- MIG-1.0
- MIG-2.0
- NAT-4.0
- WOR-2.0
- GEO-1.0

Detailed Descriptions/Instructions: Students consult statistics and graphs to identify and examine demographic changes that have taken place in the United States since 1965. In small groups, students then use their textbooks to investigate how each of these changes has affected U.S. politics, culture, and society. Students also try to connect these demographic changes to globalization. The activity concludes with a whole-class discussion on each of the demographic changes identified.

Bloom’s Levels: Analysis
Webb’s DOK: 3
Engaging Scenario

Students individually write responses to the 2007 AP U.S. History Exam’s DBQ on the 1960s: How did the administration of President Lyndon Johnson respond to the political, economic, and social problems of the United States? Assess the effectiveness of these responses. Use the documents and your knowledge of the time period 1960 to 1980 to construct your response.

For the document-based question, a good response should:
- Contain an evaluative thesis that establishes the student's argument and responds to the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- Describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference.
- Explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.
- Use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question.
- In addition, a good response should utilize the content of at least six documents to support an argument about the question. Explain how the document’s point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.
<table>
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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Cold War America</td>
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<td>After introducing the new unit, students take notes on a lecture evaluating the state of the world in 1945. They then work in small groups to examine a series of documents on the origins of the Cold War and to compare and contrast the Truman Doctrine and the Marshall Plan.</td>
<td>1 day</td>
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<tr>
<td>Cold War America</td>
<td>Containment and the Truman Doctrine</td>
<td>Students read NSC-68 and then participate in a whole-group discussion comparing the report with the documents on Cold War origins from the previous activity. After taking notes on a brief lecture on the causes and course of the Korean War, students engage in a whole-group discussion about the consequences of the war and debate whether it should be known as the “Forgotten War.” Students conclude by evaluating the success of containment by whiteboarding the Cold War events of the 1950s in Europe and around the world, including the origins of U.S.</td>
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<td>Triumph of the Middle Class</td>
<td>Affluence in the 1950s</td>
<td>After reading a short online article defining today’s middle class, students work in groups to analyze a variety of sources on the factors that led to economic growth in postwar America and the rise of the middle class, the suburbs, and the Sun Belt. Students then work in pairs to find and analyze online biographies of individuals who shaped the growth of middle-class values at the time, including Ray Kroc, Walt Disney, Jonas Salk, Billy Graham, William Levitt, Henry J. Kaiser, and Milton Berle.</td>
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<tr>
<td>The Civil Rights Movement</td>
<td>Civil Rights</td>
<td>Students compare and evaluate the goals and tactics of leaders in the civil rights movement by analyzing texts by Martin Luther King, Jr., Malcolm X, and Stokely Carmichael. Next, working in pairs, students use their knowledge about the civil rights movement to place photographs of the movement in chronological order; they then present their chosen order to the class and explain their reasoning. In a concluding class discussion, discuss the correct order for the photographs, reteaching concepts where necessary.</td>
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<td>The 1960s</td>
<td>John F. Kennedy’s Inaugural Address</td>
<td>In a whole-group discussion, students analyze John F. Kennedy’s Inaugural Address and connect it to his foreign and domestic policies. Students next work in pairs to evaluate Kennedy’s presidency using the same process used with Harry S. Truman and Dwight D. Eisenhower, focusing on his role in 1960s liberalism and in the Cold War.</td>
<td>1 day</td>
</tr>
<tr>
<td>The 1970s</td>
<td>Politics from 1965 to 1973</td>
<td>Working in small groups, students explain how politics, civil rights, and foreign policy (especially with regard to Vietnam) changed from 1965 to 1973. Each group prepares a whiteboard presentation analyzing the causes of the changes and evaluating the successes that resulted from the changes.</td>
<td>1 day</td>
</tr>
<tr>
<td>The New Conservatism - the Reagan Years</td>
<td>Reagan’s Domestic Policies</td>
<td>Students grade Reagan’s domestic policies and conservatives’ effort to change the role of the federal government, and then justify their grades in a whole-group discussion. A guided discussion then explores how Reagan’s presidency laid the groundwork for political debates that have been taking place since the 1980s. Working in groups, students evaluate Reagan’s foreign policy and research the question, Who won the Cold War? by reading a</td>
<td>1 day</td>
</tr>
<tr>
<td>A Global Society</td>
<td>Demographic Changes and Globalization</td>
<td>Students consult statistics and graphs to identify and examine demographic changes that have taken place in the United States since 1965. In small groups, students then use their textbooks to investigate how each of these changes has affected U.S. politics, culture, and society. Students also try to connect these demographic changes to globalization. The activity concludes with a whole-class discussion on each of the demographic changes identified.</td>
<td>1 day</td>
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</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.