

SAMPLE SYLLABUS #1

AP[®] U.S. History

Curricular Requirements

CR1	The teacher and students have access to a college-level U.S. history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.	<i>See pages:</i> 4, 6, 7, 8, 16, 20
CR2	The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).	<i>See pages:</i> 2, 5, 7, 9, 11, 13, 15, 17, 21, 23
CR3	The course provides opportunities to develop student understanding of the course themes.	<i>See pages:</i> 7, 8, 10, 12, 16, 19, 23
CR4	The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes.	<i>See page:</i> 7
CR5	The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation.	<i>See pages:</i> 10, 16
CR6	The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources.	<i>See pages:</i> 14, 25
CR7	The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization.	<i>See page:</i> 10
CR8	The course provides opportunities for students to develop Historical Thinking Skill 5: Making Connections through the application of the three historical reasoning processes (comparison, causation, continuity and change).	<i>See pages:</i> 14, 16, 20
CR9	The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation.	<i>See pages:</i> 20, 23

Advanced Placement U.S. History Sample Syllabus #1

Course Description:

The Advanced Placement U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

Units covered in AP U.S. History	CR2	Weight on Exam
Unit 1: Period 1	1491-1607	4-6%
Unit 2: Period 2	1607-1754	6-8%
Unit 3: Period 3	1754-1800	10-17%
Unit 4: Period 4	1800-1848	10-17%
Unit 5: Period 5	1844-1877	10-17%
Unit 6: Period 6	1865-1898	10-17%
Unit 7: Period 7	1890-1945	10-17%
Unit 8: Period 8	1945-1980	10-17%
Unit 9: Period 9	1980-Present	4-6%

CR2

The syllabus must include an outline of course content by unit title or topic using any organizational approach to demonstrate the inclusion of required course content from pre-Columbian North American history into the 21st century.

Themes of AP U.S. History, which will be imbedded in all activities in the class. These themes drive the curriculum throughout the school year:

Theme 1 American and National Identity (NAT):

Theme focuses on how and why definitions of American and national identity and values have developed among diverse and changing population of North America. Theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

Theme 2 Work, Exchange and Technology (WXT):

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

Theme 3 Geography and the Environment (GEO):

Theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.

Theme 4 Migration and Settlement (MIG):

Theme focuses on why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

Theme 5 Politics and Power (PCE):

Theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

Theme 6 America in the World (WOR):

Theme focuses on the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.

Theme 7—American and Regional Culture (ARC):

Theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

Theme 8—Social Structures (SOC):

Theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on broader society.

AP Historical Thinking Skills:

All students will need to master these skills to be successful in the AP U.S. History course. All assignments and assessments will focus on these skills:

Skill 1: Development and Processes—Identify and explain historical developments and processes.

- 1.A Identify a historical concept, development, or process.
- 1.B Explain a historical concept, development, or process.

Skill 2: Sourcing and Situation—Analyze sourcing and situation of primary and secondary sources.

- 2.A Identify a source's point of view, purpose, historical situation, and/or audience.
- 2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
- 2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Skill 3: Claims and Evidence in Sources—Analyze arguments in primary and secondary sources.

- 3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.
- 3.B Identify the evidence used in a source to support an argument.
- 3.C Compare the arguments or main ideas of two sources.
- 3.D Explain how claims or evidence support, modify, or refute a source's argument.

Skill 4: Contextualization—Analyze the context of historical events, developments, or processes.

- 4.A Identify and describe a historical context for a specific historical development or process.
- 4.B Explain how a specific historical development or process is situated within a broader historical context.

Skill 5: Making Connections—Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

- 5.A Identify patterns among or connections between historical developments and processes.
- 5.B Explain how a historical development or process relates to another historical development or process.

Skill 6: Argumentation—Develop an argument.

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

6.C Use historical reasoning to explain relationships among pieces of historical evidence.

6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

Primary Textbook:

Brinkley, Alan. *American History: Connecting with the Past*, 14th edition. NY, NY: McGraw-Hill, 2012. **CR1**

Supplemental Texts:

Newman, John and Shmalbach, John, M. *United States History: Preparing for the Advanced Placement® Examination*. NY, NY: AMSCO School Publications, Inc. 2018.

Madaras, Larry and SoRelle, James, M. *Taking Sides: Clashing Views in United States History, Volume 1: The Colonial Period to Reconstruction, 17th Edition*. McGraw-Hill, 2017.

Madaras, Larry and SoRelle, James, M. *Taking Sides: Clashing Views in United States History, Volume 2: Reconstruction to the Present, 17th Edition*. McGraw-Hill, 2017.

The Gilder Lehrman Institute of American History AP U.S. History Study Guide.

Assessments:

Student Practice

Throughout each unit, **Topic Questions** will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, **Personal Progress Checks** will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

CR1

The syllabus must include the following:

1. Title, author, and publication date of a college-level U.S. history textbook.
2. Specific examples of primary sources from each category, clearly identified:
 - Textual (documents)
 - Visual (images or artwork)
 - Maps
 - Quantitative (charts, tables, graphs)—student-generated sources are not acceptable
3. Specific examples (title and author) of at least two scholarly secondary sources beyond the course textbook (e.g., journal articles, critical reviews, monographs).

Unit Tests:

Most unit tests will include questions similar to past AP U.S. History Exams. Tests will be given approximately every three weeks and are cumulative.

Essays:

Long essay questions (LEQs) and document-based questions (DBQs). All LEQs and DBQs will be completed by participation in groups, pairs, or class discussions. In addition, DBQs and LEQs will be used for unit tests. DBQs will be used to assess students' ability to explain the author's point of view, purpose, audience, and/or historical situation.

Short-Answer Questions (SAQs):

These are warm-up questions or bell ringers for the class discussion. They will also be used as test questions with the multiple-choice unit tests.

Oral Exams:

All oral exams will be based on former LEQs and will be completed in groups of 3–4 students. The LEQ test will be given after the oral exam in conjunction with the multiple-choice test if time permits.

Daily Discussions:

Each day students will discuss the class with a series of Socratic questions based on lecture, readings, vocabulary, SAQs, LEQs, and DBQs. They may also come from primary documents that students read in each unit.

Weekly Quizzes:

Weekly vocabulary quizzes based on the daily textbook readings.

Weekly after-school reviews of past quizzes, DBQs, LEQs, and SAQs, are one hour in length from 2:30 to 3:30. These after-school reviews may take place from November to May of each week after school. These reviews are voluntary for students and students receive extra credit for attendance.

Period 1/Unit 1: 1491–1607 **CR2**

Chapter 1, Brinkley:

“Pre-Columbian Societies”/ “The Collusion of Cultures”—Early inhabitants of the Americas; American Indian empires in Mesoamerica, the Southwest, and the Mississippi; and American Indian cultures of North America at the time of European Contact.

Chapter 2, Brinkley:

“Transatlantic encounters and colonial beginnings, 1492–1690”/ “Translations and Borderlands”—First European contacts with North Americans; Spain's Empire in North America.

	Topics	Skills
1.1	Contextualizing Period 1	4.A
1.2	Native American Societies Before European Contact	1.A
1.3	European Exploration in the Americas	1.A
1.4	Columbian Exchange, Spanish Exploration, and Conquest	3.A
1.5	Labor, Slavery, and Caste in the Spanish Colonial System	5.A
1.6	Cultural Interactions Between Europeans, Native Americans, and Africans	3.B
1.7	Causation in the Period 1	6.A

Learning Objectives for Unit 1:

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

Unit 1 Activities:

Watch Unit 1/Period 1 video from **Gilder Lehrman website for AP U.S. History**.

Have students watch AP U.S. History Study Guide Introduction and Period 1 videos: 1491—1607. This Gilder Lehrman website will give students videos, timelines, and primary sources. Students will take notes and discuss the topics presented during the video. Students will work in groups of 3–4 students to choose one primary document from the Gilder Lehrman Study Guide and create a gallery walk for presentation of each document chosen by student groups. Illustrations, written documents, and maps would be acceptable for discussion and gallery walk. (Skill 4)

Some possible examples of primary documents and essays from ap.gilderlehrman.org (Period 1):

- Landing of Columbus, 1492
- The Doctrine of Discovery, 1493 **CR1**
- Columbus reports on his first voyage, 1493
- Spain authorizes Coronado's conquest in the Southwest, 1540
- Bartolome de Las Casas debates the subjugation of the Indians, 1550
- Secotan, an Algonquian village, c. 1585
- The Spanish Armada, 1588
- Map of the New World, with European settlements and American Indian tribes, 1730 **CR1**
- The Middle Passage, 1749
- Indian Slavery in the Americas

Students will read and discuss primary document: De Indis, Francisco de Vitoria, 1532. Questions are from teachingamericanhistory.org.

Sample questions for class to discuss in a Socratic seminar:

How does Francisco de Vitoria characterize the cultural interactions between Europeans and Native Americans? Identify the evidence the author used in the source to support his argument. (Skill 3)

Students will read article, “1491” by Charles C. Mann, March 2002 issue. Students will read Mann and write five questions to discuss in the class the following day. Students will then complete a think-pair-share. This will allow small groups to discuss their questions and answers in class. (Skill 1) **CR1**

(WOR) Group Discussion. “Discuss the motives for European exploration in the Americas.” (Skill 1) **CR3 CR4**

Unit 1 Assessments

Complete **Personal Progress Check MCQ** for Unit 1.

Complete **Personal Progress Check FRQ A** for Unit 1.

Complete **Personal Progress Check FRQ B** for Unit 1.

Take **Unit 1 Test**.

Unit 2/Period 2: 1607–1754 **CR2**

Brinkley, Chapter 3:

“Colonial North America 1690–1754”/ “Society and Culture in Provincial America”—Population growth and immigration; transatlantic trade and growth of seaports; the 18th century back country; growth of plantation economies and slave societies; the Enlightenment and the Great Awakening; and colonial governments and imperial policy in British North America.

	Topics	Skills
2.1	Contextualizing Period 2	4.A
2.2	European Colonization	1.B
2.3	The Regions of British Colonies	3.A
2.4	Transatlantic Trade	5.A
2.5	Interactions Between American Indians and Europeans	2.A
2.6	Slavery in the British Colonies	5.A
2.7	Colonial Society and Culture	1.A
2.8	Comparison in the Period 2	6.B

Learning Objectives for Unit 2:

- Explain the context for the colonization from 1607 to 1754.
- Explain how and why various European colonies developed and expanded from 1607 to 1754.
- Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.
- Explain the causes and effects of transatlantic trade over time.

CR3

The syllabus must include eight student activities (e.g., essays, classroom debates, oral presentations, etc.), each of which is appropriately related to one of the eight themes. Each activity must be labeled with the related theme. All course themes must be represented in these activities.

CR4

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) in which students identify and explain historical developments and processes. At least one activity must be labeled with Skill 1.

- Explain how and why interactions between various European nations and American Indians changed over time.
- Explain the causes and effects of slavery in the various British colonial regions.
- Explain how enslaved peoples responded to slavery.
- Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.
- Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.
- Compare the effects of the development of colonial society in the various regions of North America.

Unit 2 Activities:

(MIG) Watch the Gilder Lehrman video for Period 2 (1607–1754).

After the video, students will take notes and discuss why and how Europeans and Indigenous peoples moved, maneuvered, and fought for dominance, control, and security in North America (ap.gilderlehrman.org). **CR3**

Some examples of primary documents and essays for students to read and discuss in this unit/period:

- The Puritans and Dissent: The Cases of Roger Williams and Anne Hutchinson
- The Origins of Slavery
- A Jamestown settler describes life in Virginia, 1622
- John Winthrop describes life in Boston, 1634
- Slave revolt in the West Indies, 1733
- Arguments for educating women, 1735
- A report from Spanish California, 1776
- The New York Conspiracy of 1741
- Olaudah Equiano
- Lockean Liberalism and the American Revolution
- Jamestown and the Founding of English America

Students will analyze using HIPPO

- H—Historical Context
- I—Intended Audience
- P—Point of View
- P—Purpose
- O—Outside Information

Students may read and analyze primary documents in small groups. “Sinners in the Hands of an Angry God,” by Jonathan Edwards (1741). The analysis will be shared with other groups who have also completed other documents about “Bacon’s Manifesto,” and the “Maryland Toleration Act” of 1649. All students will take one document to analyze in share in small groups. (Skill 1)

(ARC) In-class debate. From *Taking Sides*, pages 75–90, “Was there a Great Awakening in Mid-18th century America?” Jon Butler (Yes), T.H. Breen (No). Students will be given a side to take and debates will be covered on both sides. (Skill 1) **CR1 CR3**

(WXT) Group LEQ. “Analyze the impact of the Atlantic trade routes established in the mid-1600s on economic development in the British North American colonies between 1580 and 1754.” (Skill 5) **CR3**

Unit 2 Assessments

Complete **Personal Progress Check MCQ** for Unit 2.

Complete **Personal Progress Check FRQ A** for Unit 2.

Complete **Personal Progress Check FRQ B** for Unit 2.

Take **Unit 2 Test**.

Unit 3/Period 3: 1754–1800 **CR2**

Brinkley, Chapter 4:

“Empire in Transition”—Setting the stage and loosening of ties with Great Britain; struggle for the continent; the new imperialism; and stirrings of revolt; and the French and Indian War (Seven Years’ War).

Brinkley, Chapter 5:

“The American Revolution”—Setting the stage for the war of independence; the imperial crisis and resistance to Great Britain; the War for Independence; state constitutions and the Articles of Confederation; and the federal Constitution.

Brinkley, Chapter 6:

“The Constitution and the New Republic”—Washington, Hamilton, and the shaping of the national government; emergence of political parties: Federalists and Republicans; Republican motherhood and education of women; beginnings of the Second Great Awakening; Setting the stage and framing of a new government; Federalists and Republicans; establishing national sovereignty; and the downfall of the Federalists.

	Topics	Skills
3.1	Contextualizing Period 3	4.A
3.2	Seven Years’ War (The French and Indian War)	1.B
3.3	Taxation Without Representation	2.A
3.4	Philosophical Foundations of the American Revolution	2.B
3.5	The American Revolution	6.B
3.6	The Influence of Revolutionary Ideals	3.A
3.7	Articles of Confederation	3.B
3.8	The Constitutional Convention and Debates over Ratification	3.A
3.9	Constitution	5.A
3.10	Shaping a New Republic	2.A
3.11	Developing an American Identity	1.B
3.12	Movement in the Early Republic	5.A
3.13	Continuity and Change in the Period 3	6.B

Learning Objectives for Unit 3:

- Explain the context in which American gained independence and developed a sense of national identity.
- Explain the causes and effects of the Seven Years’ War (the French and Indian War).

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

Unit 3 Activities:

(PCE) (NAT) Document analysis. Students will read *Common Sense* by Thomas Paine, the Declaration of Independence, and the U.S. Constitution. All students will apply HIPPO to analyze the document and share their analysis in small groups. Students will then compare the arguments made by Paine to the Declaration of Independence. (Skill 2)

CR3 CR5

Timeline review. Students may create a timeline of the events that took place in Unit 3 and use illustrations and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. (Skill 1)

(WOR) In-class essay writing in pairs of two. In what ways did the French and Indian War (1754–1763) provide a context for understanding the political, economic, and ideological relations between Britain and its American colonies. Use the documents and your knowledge for the period 1740–1766 in constructing your response (adaption of 2004, DBQ, College Board). (Skill 4) **CR7**

Unit 3 Assessments

Complete **Personal Progress Check MCQ** for Unit 3.

Complete **Personal Progress Check FRQ A** for Unit 3.

Complete **Personal Progress Check FRQ B** for Unit 3.

Take **Unit 3 Test**.

CR5

The syllabus must describe at least one activity in which students **analyze a primary source** for all the following features: author's point of view, author's purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the primary source used for the activity. The source can be textual or visual. At least one activity must be labeled with Skill 2.

CR7

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) in which students analyze the context of historical events, developments, or processes. At least one activity must be labeled with Skill 4.

Unit 4 /Period 4: 1800–1848 **CR2**

Brinkley, Chapter 7:

“The Jeffersonian Era”—Setting the stage and the rise of cultural nationalism; stirrings of industrialism; Jefferson the president; doubling the nation; expansion and war; and the War of 1812.

Brinkley, Chapter 8:

“Varieties of American Nationalism”—Setting the stage and building a national market; expanding westward; the “Era of Good Feelings;” sectionalism and nationalism; and the revival of opposition.

Brinkley, Chapter 9:

“Jacksonian America”—Setting the stage of the rise of mass politics; “Our Federal Union;” the removal of the Indians; Jackson and the Bank War; and the changing face of American politics.

Brinkley, Chapter 10:

“America’s Economic Revolution”—Setting the stage in the changing of American population; transportation, communications, and technology; commerce and industry; men and women at work; patterns of industrial society; and the agricultural North.

Brinkley, Chapter 11:

“Cotton, Slavery, and the Old South”—Setting the stage of the cotton economy; white society in the South; slavery—the “peculiar institution;” and the culture of slavery.

	Topics	Skills
4.1	Contextualizing Period 4	4.A
4.2	The Rise of Political Parties and the Era of Jefferson	2.A
4.3	Politics and Regional Interests	2.B
4.4	America on the World Stage	2.B
4.5	Market Revolution - Industrialization	6.B
4.6	Market Revolution - Society and Culture	5.B
4.7	Expanding Democracy	1.B
4.8	Jackson and Federal Power	3.D
4.9	The Development of an American Culture	4.B
4.10	The Second Great Awakening	5.B
4.11	An Age of Reform	3.B
4.12	African Americans in the Early Republic	3.D
4.13	The Society of the South in the Early Republic	1.B
4.14	Causation in the Period 4	6.C

Learning Objectives for Unit 4:

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

Unit 4 Activities:

(NAT) Gilder Lehrman video on Period 4. This video analyzes how “the New Republic struggled to define and extend democratic ideals in the face of rapid economic, territorial and democratic changes.” The sample of documents on the website are the following, which each student may read. Students may work in small groups or pairs and complete an oral presentation using large white paper or Prezi/PowerPoint presentation. Students may also go to Gilder Lehrman website to choose another primary document of their choice. This list is only a small example of what is available from the website. (Skill 1)

CR3

- The horrors of slavery, 1805
- A map of Louisiana territory, 1806
- Thomas Jefferson’s opposition to the Federalists, 1810
- Jefferson on British aggression, 1815
- A Founding Father on the Missouri Compromise, 1819
- A Northerner’s view of Southern slavery, 1821
- The Monroe Doctrine, 1823
- American Colonization Society membership certificate, 1833
- Andrew Jackson to the Cherokee Tribe, 1835
- Lowell Mill Girls and the factory system, 1840
- Lydia Maria Child on women’s rights, 1843

(PCE) In-class DBQ activity. Each student will read and discuss in small groups the DBQ the “Era of Good Feelings.” Students will analyze the following documents from this DBQ: John Randolph to Congress, 1816, John C. Calhoun, Congress 1817, Illustration

of the Furth of July, 1819, Decision in *McCulloch v. Maryland*, 1819, Map of Density of population, 1820, Letter from Thomas Jefferson to John Randolph, 1820, letter from Anna Johnson to cousin, 1822, excerpt of diary from John Q. Adams, 1823. Students will then diagram a response to the following topic: Historians have traditionally labeled the period after the War of 1812 the “Era of Good Feelings.” Evaluate the accuracy of this label, considering the emergence of nationalism and sectionalism. (Skill 6)

Unit 4 Assessments

Complete **Personal Progress Check MCQ** for Unit 4.

Complete **Personal Progress Check FRQ A** for Unit 4.

Complete **Personal Progress Check FRQ B** for Unit 4.

Take **Unit 4 Test**.

Unit 5/Period 5: 1844–1877 **CR2**

Brinkley, Chapter 12:

“Antebellum Culture and Reform”—Setting the stage and the romantic impulse; remaking society; and the crusade against slavery.

Brinkley, Chapter 13:

“The Impending Crisis”—Setting the stage and looking westward; expansion and war; the sectional debate; and the crises of the 1850s.

Brinkley, Chapter 14:

“The Civil War”—Setting the stage and the secession crisis; the mobilization of the North; the mobilization of the South; strategy and diplomacy; and the course of battle.

Brinkley, Chapter 15:

“Reconstruction and the New South”—Setting the stage and the problems of peacemaking; Radical Reconstruction; the South in Reconstruction; the Grant Administration; the abandonment of Reconstruction; and the New South.

	Topics	Skills
5.1	Contextualizing Period 5	4.B
5.2	Manifest Destiny	1.B
5.3	The Mexican–American War	3.C
5.4	The Compromise of 1850	4.B
5.5	Sectional Conflict: Regional Differences	2.B
5.6	Failure of Compromise	5.B
5.7	Election of 1860 and Secession	4.B
5.8	Military Conflict in the Civil War	5.A
5.9	Government Policies During the Civil War	2.B
5.10	Reconstruction	3.D
5.11	Failure of Reconstruction	3.C
5.12	Comparison in the Period 5	6.C

Learning Objectives for Unit 5:

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

Unit 5 Activities:

Timeline review. Students will create a timeline of the events that led to the Civil War and use captioned photographs, illustrations, and political cartoons to explain the major continuities and changes of government policy of the period. Students will work in small groups to create the timeline for this time period. (Skill 5: Continuity and Change) **CR8**

(ARC) In-class DBQ activity/homework. Analyze DBQ on the Civil War. This has several primary documents to which students may apply the HIPPO worksheet with a partner or small group. The DBQ students may answer is: “In what ways did African Americans shape the course and consequences of the Civil War? Confine your answer to the years from 1861 to 1870.” The primary documents are Major General Benjamin Butler, report to the Secretary of War, 1861; Resolution of African Americans in Newtown, NY, 1862; Abraham Lincoln, published letter, 1863; Republican Party platform, 1864; Charlotte Forten, African American teacher in the South Carolina Sea Islands, 1864; Article in *The New York Times*, 1864; Illustration by Thomas Nast, *Harper’s Weekly*, “And Not This Man?” 1865; Proceedings of the Convention of the Colored People of Virginia, 1865; Affidavit of Rebecca Parsons, former enslaved person, 1867; and a Map of African American and White Participation in Constitutional Conventions, 1867 to 1868. Students may write their essay in a pair or for homework. (Skill 6)

In-class debates from *Taking Sides*. There are two debate topics for this unit—students may participate in groups, pairs or the entire class, depending on class size. (Skill 3) **CR6**

Debate topics:

Students may conduct their own research and/or use reading material and essays provided by *Taking Sides*.

- “Was the Mexican War an Exercise in American Imperialism?” (pages 213–228)
 - YES: Ramón Eduardo Ruiz, from “Manifest Destiny and the Mexican War,” Dorsey Press (1988)
 - NO: Norman A. Graebner, from “The Mexican War: A Study in Causation,” *Pacific Historical Review* (1980)

CR8

The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze historical patterns of both continuity and change within one time period or across multiple time periods. At least one activity must be labeled with Skill 5: Continuity and Change.

CR6

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students analyze an argument or claim in **one or more scholarly secondary sources**. The syllabus must cite (author and title) or describe the secondary source used for the activity. At least one activity must be labeled with Skill 3.

- “Did Reconstruction Fail as a Result of Racism?” (pages 288–300)
 - YES: Lisa J. McLeod, from “Transubstantiation of Andrew Johnson: White Epistemic Failure in Du Bois’ Black Reconstruction,” *Phylon* (2014)
 - NO: Adam Fairclough, from “Was the Grant of Black Suffrage a Political Error? Reconsidering the Views of John W. Burgess, William A. Dunning, and Eric Foner on Congressional Reconstruction,” *Journal of the Historical Society* (2012)

Unit 5 Assessments

Complete **Personal Progress Check MCQ** for Unit 5.

Complete **Personal Progress Check FRQ A** for Unit 5.

Complete **Personal Progress Check FRQ B** for Unit 5.

Complete **Personal Progress Check FRQ C** for Unit 5.

Take **Unit 5 Test**.

Unit 6/Period 6: 1865–1898 CR2

Brinkley, Chapter 16:

“The Conquest of the Far West”—Setting the stage and the societies off the Far West; the changing western economy; the romance of the West; the dispersal of the tribes; and the rise and decline of the western farmer.

Brinkley, Chapter 17:

“Industrial Supremacy”—Setting the stage for sources of industrial growth; capitalism and its critics; and industrial workers in the new economy.

Brinkley, Chapter 18:

“The Age of the City”—Setting the stage for the urbanization of America; the urban landscape; strains of urban life; the rise of mass communication; leisure in the consumer society; and high culture in the age of the city.

	Topics	Skills
6.1	Contextualizing Period 6	4.B
6.2	Westward Expansion: Economic Development	1.B
6.3	Westward Expansion: Social and Cultural Development	3.C
6.4	The “New South”	2.C
6.5	Technological Innovation	5.B
6.6	The Rise of Industrial Capitalism	4.B
6.7	Labor in the Gilded Age	6.C
6.8	Immigration and Migration in the Gilded Age	3.C
6.9	Responses to Immigration in the Gilded Age	5.B
6.10	Development of the Middle Class	4.B
6.11	Reform in the Gilded Age	2.C
6.12	Controversies over the Role of Government in the Gilded Age	4.B
6.13	Politics in the Gilded Age	3.D
6.14	Continuity and Change in the Period 6	6.D

Learning Objectives for Unit 6:

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

Unit 6 Activities:

(WXT) The Gilder Lehrman website explains Unit 6/Period 6. “The transformation of the U.S. from an agricultural to an increasingly urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.” These are some documents found on Unit 6 content in which students may work in small groups or pairs to choose a document to present to class. (Skill 4)

- Indian Wars: The Battle of Washita, 1868
- Official photograph from the “Golden Spike” Ceremony, 1898 **CR1**
- The Grange Movement, 1875
- William Cullen Bryant opposes the protective tariff, 1876
- William T. Sherman on the western railroads, 1878
- The struggle for married women’s rights, c. 1880s
- Charles Guiteau’s reasons for assassinating President Garfield, 1882
- The Haymarket Affair, 1886
- Frederick Douglass on the disfranchisement of black voters, 1888
- People’s Party campaign poster, 1892
- Campaign for the African American vote in Georgia, 1894
- William Jennings Bryan and the ideals of the Declaration of Independence, 1895

Timeline review. Students may create a timeline of the events that took place in Unit 6 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. (Skill 1)

(SOC) Graphic Organizer: Evaluate the similarities and differences of the responses of various segments of the U.S. population to immigration in the period from 1865 to 1898. Students should choose a graphic organizer that presents the response in a logical way and be prepared to share their finding with the class. (Skill 5) **CR3 CR8**

In-class debates. Students may work in small groups and/or pairs to read secondary documents from *Taking Sides: Clashing Views in United States History, Volume 2: Reconstruction to the Present*, and debate the topic in class. Students will go on to compare the authors’ purpose in each excerpt. (Skill 2) **CR5**

CR8

The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both similarities and differences of related historical developments and processes across regions, periods, or societies (or within one society). At least one activity must be labeled with Skill 5: Comparison.

CR5

The syllabus must describe at least one activity in which students **analyze a scholarly secondary source** for at least one of the following features: author’s point of view, author’s purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the secondary source used for the activity. At least one activity must be labeled with Skill 2.

- “Did a New South Emerge Following Reconstruction?” (pages 30–47)
 - Yes: Ronald D. Eller, from “A Magnificent Field for Capitalists,” in *Miners, Millhands, and Mountaineers: Industrialization of the Appalachian South, 1880–1930*, University of Tennessee Press (1982)
 - No: James Tice Moore, from “Redeemers Reconsidered: Change and Continuity in the Democratic South, 1870–1900,” *Journal of Southern History* (1978)

(SOC) “Evening party” reenactment. Students choose a person in the period who was affected by the industrial movement. For example, students may choose political leaders, business leaders, union leaders, and reform leaders. Students may choose both women and men of this time period. Students will research a document related to the person and act them out in an “evening party” or debate. Students may also dress their part to show the class how he/she would have dressed and acted during this time period. The students may also wear a nametag with facts about their person they chose to be for this activity. (Skill 4)

Unit 6 Assessments

Complete **Personal Progress Check MCQ** for Unit 6.

Complete **Personal Progress Check FRQ A** for Unit 6.

Complete **Personal Progress Check FRQ B** for Unit 6.

Take **Unit 6 Test**.

Unit 7/Period 7: 1890–1945 **CR2**

Brinkley, Chapter 19:

“From Crisis to Empire”—Setting the stage and the politics of equilibrium; the agrarian revolt; the crisis of the 1890s; “A Cross of Gold:” stirrings of imperialism; war with Spain; and the republic as empire.

Brinkley, Chapter 20:

“The Progressives”—Setting the stage and the Progressive impulse; women and reform; the assault on the parties; sources of progressive reform; crusade for social order and reform; challenging the capitalist order; Theodore Roosevelt and the modern presidency; the troubled succession; and Woodrow Wilson and the New Freedom.

Brinkley, Chapter 21:

“America and the Great War”—Setting the stages and the Big Stick: America and the world from 1901 to 1917; the road to war; “war without stint;” the war and American society; the futile search for social unity; the search for a new world order; and a society in turmoil.

Brinkley, Chapter 22:

“The New Era”—Setting the stage and the new economy; the new culture; a conflict in cultures; and Republican government.

Brinkley, Chapter 23:

“The Great Depression”—Setting the stage and the coming of the Great Depression; the American people in hard times; the Depression and American culture; and the unhappy presidency of Herbert Hoover.

Brinkley, Chapter 24:

“The New Deal”—Setting the stage and launching the New Deal; the New Deal in transition; the New Deal in disarray; and the limits and legacies of the New Deal.

Brinkley, Chapter 25:

“The Global Crisis”—Setting the stage and the diplomacy of the new era; isolationism and internationalism; and from neutrality to intervention.

Brinkley, Chapter 26:

“America in a World at War”—Setting the stage on a war on two fronts; the American people in wartime; and the defeat of the Axis.

	Topics	Skills
7.1	Contextualizing Period 7	4.B
7.2	Imperialism: Debates	2.C
7.3	The Spanish–American War	2.B
7.4	The Progressives	2.C
7.5	World War I: Military and Diplomacy	2.C
7.6	World War I: Home Front	3.D
7.7	1920s: Innovations in Communication and Technology	5.B
7.8	1920s: Cultural and Political Controversies	4.B
7.9	The Great Depression	5.B
7.10	The New Deal	5.B
7.11	Interwar Foreign Policy	1.B
7.12	World War II: Mobilization	1.B
7.13	World War II: Military	6.C
7.14	Postwar Diplomacy	2.B
7.15	Comparison in the Period 7	6.D

Learning Objectives for Unit 7:

- Explain the context in which America grew into its role as a world power.
- Explain the similarities and differences in attitudes about the nation’s proper role in the world.
- Explain the effects of the Spanish–American War.
- Compare the goals and effects of the Progressive reform movement.
- Compare attitudes toward the use of natural resources from 1890 to 1945.
- Explain the causes and consequences of U.S. involvement in World War I.
- Explain the causes and effects of international and internal migration patterns over time.
- Explain the causes and effects of the innovations in communication and technology in the United States over time.
- Explain the causes and effects of developments in popular culture in the United States over time.

- Explain the causes of the Great Depression and its effects on the economy.
- Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.
- Explain how and why U.S. participation in World War II transformed American society.
- Explain the causes and effects of the victory of the United States and its allies over the Axis Powers.
- Explain the consequences of U.S. involvement in World War II.
- Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

Unit 7 Activities:

(WOR) Video introduction. Watch video as an introduction of Unit 7/Period 7 from the Gilder Lehrman AP study guide. The study guide describes Period 7: “An increasingly pluralistic U.S. faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.” Students may create their own video using the primary documents from the video and website to introduce the period/unit. Gilder Lehrman also provides several primary documents and essays from this time period: (Skill 4)

- Disfranchisement of African American voters in Virginia, 1901
- Triangle Shirtwaist Factory fire, 1911
- Women’s suffrage poster, 1915
- World War I poems: “In Flanders Fields” and “The Answer,” 1918
- Theodore Roosevelt on the sinking of the Lusitania, 1915
- Birth of a Nation, 1915
- Recruiting posters for African American soldiers, 1918
- Treaty of Versailles and President Wilson, 1919 and 1921
- The Supreme Court upholds national prohibition, 1920
- Lynching in America, c. 1926
- The origins of FDR’s New Deal, 1932
- Civilian Conservation Corps poster, 1938
- Photograph of an abandoned farm in the Dust Bowl, 1938
- Japanese internment, 1942
- Eleanor Roosevelt’s four basic rights, 1944

(GEO) HIPPO activity. Students will be asked to compare John Muir’s and Theodore Roosevelt’s perspective on the use of public policy to regulate land use with a HIPPO analysis. (Skill 2) **CR3**

(PCE) In-class DBQ Activity: For the DBQ prompt: “Evaluate the effectiveness of Progressive Era reformers and the federal government in bringing about reform at the national level. In your answer be sure to analyze the successes and limitations of these efforts in the period of 1900–1920.” Students will analyze the following documents using the HIPPO in small groups or in pairs: (Skill 2)

- *Historical statistics of the United States* from 1870 to 1899 using graph
- George McNeill, labor leader, *The Labor Movement: The Problem of Today*, 1887
- David B. Wells, engineer and economist, *Recent Economic Changes and Their effect on the Production and Distribution of Wealth and Well Being of Society*, 1889
- Political cartoon from Joseph Keppler, “The Bosses of the Senate,” *Puck*, 1889
- Andrew Carnegie, “Wealth,” *North American Review*, 1889

- “People’s Party Platform,” *Omaha Morning World-Herald*, 1892
- Samuel Gompers, *What does Labor Want?* an address before the International Labor Congress in Chicago, 1893
- George Rice, “How I was ruined by Rockefeller,” *New York World*, 1898
- Theodore Dreiser, *Sister Carrie*, a novel, 1900
- Photograph of “Female Typists,” 1902

(PCE) In-class debate from *Taking Sides*, Volume 2. Students may use documents and secondary sources from both Gilder Lehrman and Teaching American History websites. They may also use articles from the chapter in which the debate question is found. Students may work in groups or pairs for the debates for Unit 7/Period 7. (Skill 5)

- “Did the New Deal Prolong the Great Depression?” (pages 174–193)
- Yes: Gary Dean Best, from *Pride, Prejudice, and Politics: Roosevelt versus Recovery, 1933–1938*, Praeger (1990)
- No: David M. Kennedy, from “What the New Deal Did,” *Political Science Quarterly* (2009)

(WOR) In-class LEQ. From College Board: “Evaluate the extent to which U.S. participation in the First World War (1917–1918) marked a turning point in the nation’s role in world affairs. In the development of your argument, explain what changed and stayed the same from the period immediately before the war and immediately after it.” The essay will be evaluated using the current AP History rubric. (Skill 6) **CR9**

(SOC) Research Activity “Analyze the home-front experiences of the following groups during the Second World War.”

- African Americans
- Japanese Americans
- Jewish Americans
- Mexican Americans

Students will work in pairs or small groups to create an outline of primary and secondary source documents to answer this question. After the students complete the review, they may write an essay in 40 minutes to prepare for the Unit 7 test. (Skill 1)

Essay. In 60 minutes, students analyze documents and answer the following essay question: “What economic forces caused FDR’s administration to respond to the problems of the Great Depression in the way it did? How effective were these responses? How did they change the role of the federal government? Use the documents and your knowledge of the period 1929–1941 to construct your essay.” (Skill 5: Causation) **CR8**

The following documents that may be analyzed as a class activity before students write this essay:

- Meridel Lesueur, *New Masses*, January 1932
- Letter to Senator Robert Wagner, March 1934
- Political Cartoon, *The Evening Star*, April 26, 1934
- William Lloyd Garrison, Jr., “The Hand of Improvidence,” *The Nation*, 1934
- Print and Photograph Division, Library of Congress, 1935
- Charles Evans Hughes, majority opinion, *Schechter v. U.S.*, 1935.
- NBC radio broadcast, John L. Lewis, December, 1936.
- “The New Deal in Review,” editorial in *The New Republic*, May 1940
- “The Roosevelt Record,” editorial in *The Crisis*, November 1940
- Graph of Unemployment of Non-Farm Workers by Percentage and Number, 1920–1945

CR1

CR8

The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both similarities and differences of related historical developments and processes across regions, periods, or societies (or within one society). At least one activity must be labeled with Skill 5: Comparison.

Unit 7 Assessments

Complete **Personal Progress Check MCQ** for Unit 7.

Complete **Personal Progress Check FRQ A** for Unit 7.

Complete **Personal Progress Check FRQ B** for Unit 7.

Take **Unit 7 Test**.

Unit 8/Period 8: 1945–1980 **CR2**

Brinkley, Chapter 27:

“The Cold War”—Setting the stage and the origins of the Cold War; the collapse of peace; American society and politics after the war; the Korean War; and the crusade against subversion.

Brinkley, Chapter 28:

“The Affluent Society”—Setting the stage and the “The Economic Miracle” the explosion of science and technology; people of plenty; the “other America;” the rise of the Civil Rights Movement; Eisenhower Republicanism; Eisenhower, and Dulles, and the Cold War.

Brinkley, Chapter 29:

“Civil Rights, Vietnam, and the Ordeal of Liberalism”—Setting the stage and expanding the liberal state; the battle of racial equality; “Flexible Response and the Cold War;” the agony of Vietnam, and the traumas of 1968.

Brinkley, Chapter 30:

“The Crisis of Authority”—Setting the stage and the youth culture; the mobilization of minorities; the new feminism; environmentalism in a turbulent society; Nixon, Kissinger, and the world; politics and economics under Nixon; and the Watergate Crisis.

	Topics	Skills
8.1	Contextualizing Period 8	4.B
8.2	The Cold War from 1945 to 1980	2.C
8.3	The Red Scare	2.B
8.4	Economy after 1945	2.C
8.5	Culture after 1945	4.B
8.6	Early Steps in the Civil Rights Movement (1940s and 1950s)	5.A
8.7	America as a World Power	3.C
8.8	The Vietnam War	1.B
8.9	The Great Society	5.B
8.10	The African American Civil Rights Movement (1960s)	5.B
8.11	The Civil Rights Movement Expands	5.B
8.12	Youth Culture of the 1960s	5.B
8.13	The Environment and Natural Resources from 1968 to 1980	5.A
8.14	Society in Transition	4.B
8.15	Continuity and Change in the Period 8	6.D

Learning Objectives of Unit 8:

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

Unit 8 Activities:

(WOR) Video introduction. Students will watch the Unit 8 video from Gilder Lehrman as an introduction to this unit. “After World War II, the U.S. grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.” Students may look for a pattern to create their own review videos on this Unit/Period. (Skill 4) Students will work in small groups to create their own interpretation of this time period and place it online so all students may view their interpretations.

There are several primary documents from Unit 8 on the Gilder Lehrman AP study guide that students may read in pairs using close reading or groups to discuss using HIPPO: (Skill 2)

- Physicists predict a nuclear arms race, 1945
- Harry S. Truman responds to McCarthy, 1950
- Don’t Buy a Ford Ever Again, c. 1960
- John F. Kennedy’s Inaugural Address, 1961
- The Assassination of John F. Kennedy, 1963
- Robert Kennedy on civil rights, 1963
- George Wallace on segregation, 1964
- Civil rights posters, 1968
- J. Edgar Hoover on campus unrest, 1970

- The end of the Vietnam War: conscience, resistance, and reconciliation, 1973
- President Ford’s remarks in Japan, 1974
- President Ford’s statement of pardoning Richard Nixon, 1974

Timeline review. Students may create a timeline of the events that took place in Unit 8 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. (Skill 4)

(WOR) HIPPO Activity: Using a selection of primary sources, students compare and contrast the perspectives of TWO of the following presidents on Cold War foreign policies: Harry Truman, Dwight Eisenhower, Richard Nixon. Students will work in pairs (think-pair-share). (Skill 2)

(NAT) In-class DBQ practice

“Explain the reasons why a new conservatism rose to prominence in the U.S. between 1960 to 1980.” Students will analyze the following documents together and then write the DBQ in 60 minutes:

- Barry Goldwater, a Republican senator from Arizona, *The Conscience of a Conservative*, 1960
- Milton Freidman, economist, *Capitalism and Freedom*, 1962
- Letter to Nelson Rockefeller, Republican governor of New York, February 1971
- Jerry Falwell, television evangelist and founder of the Moral Majority, *Listen America!*, 1980
- 1980 Republican Party Platform (Skill 6) **CR3**

Students will write an essay from documents and then discuss the scoring guidelines from College Board and analyze past essay samples. The essay will be evaluated using the current AP History rubric. **CR9**

Unit 8 Assessments

Complete **Personal Progress Check MCQ** for Unit 8.

Complete **Personal Progress Check FRQ A** for Unit 8.

Complete **Personal Progress Check FRQ B** for Unit 8.

Take **Unit 8 Test**.

Unit 9/Period 9: 1980–Present **CR2**

Brinkley, Chapter 31:

“From the ‘Age of Limits’ to the Age of Reagan”—Setting the stage and politics and diplomacy after Watergate; the rise of the New American Right; the “Reagan Revolution:” and America and the waning of the Cold War.

Brinkley, Chapter 32:

“The Age of Globalization”—Setting the stage and a resurgence of partisanship; the economic boom; science and technology in the new economy; a changing society; a contested culture; the perils of globalization; and turbulent politics.

	Topics	Skills
9.1	Contextualizing Period 9	4.B
9.2	Reagan and Conservatism	3.C
9.3	The End of the Cold War	1.B

	Topics	Skills
9.4	A Changing Economy	1.B
9.5	Migration and Immigration in the 1990s and 2000s	2.C
9.6	Challenges of the 21st Century	2.C
9.7	Causation in the Period 9	6.D

Learning Objectives of Unit 9:

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

Unit 9 Activities:

(WOR) Video introduction. Students may watch the Unit 9 video from Gilder Lehrman AP study guide. Students will view video and analyze the following from Gilder Lehrman: “As the U.S. transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.” Students will work in small groups to complete a debriefing of the topics covered. (Skill 4)

The following primary documents and essays on Unit 9 are found on the Gilder Lehrman AP study guide website:

- Ronald Reagan on economics and political parties, 1962
- Reagan Speech: “Tear down this wall,” 1987
- Christmas in Kuwait, 1990
- Discovering a mass grave in Iraq, 2003
- Barak Obama’s First Inaugural Address, 2009
- Globalization Protests in the 1980s: Musicians Collaborate to Change the World (Live Aid)
- September 11, 2001
- A More Perfect Union? Barack Obama and Politics of Unity
- Iran and the U.S. in the Cold War
- Pop music and the Spatialization of Race in the 1990s
- Ronald Reagan and the End of the Cold War: The Debate Continues
- Hanging by a Chad-or Not: The 2000 Presidential Election

(WXT) In-class debate

“Were the 1980s a Decade of Affluence for the Middle Class?” *Taking Sides* (pages 328–249). (Skill 1)

Yes: J. David Woodard, from “A Rising Tide,” in *The America That Reagan Built*, Praeger (2006)

No: Thomas Byrne Edsall, from “The Changing Shape of Power: A Realignment in Public Policy,” in *The Rise and Fall of the New Deal Order, 1930–1980*, Princeton University Press (1989)

(PCE) Close Read:

Students conduct a close read of Reagan’s 1985 State of the Union Address and the democratic response. After a think-pair-share, students complete a quick write comparing the arguments made in each document. (Skill 3) **CR6**

(WOR) Oral exams for Unit 9. See LEQ questions from AMSCO page 701. This is the final review of Unit 9. Students will work in small groups to prepare four questions using a thesis, contextualization, evidence, reasoning, and analysis. Students will present oral exams to class and then complete an LEQ for an in-class assessment. (Skill 6)

(WOR) Timeline review. Students may create a timeline of the events that took place in Unit 9 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline. These timelines may be created on large white paper and hung in the classroom as a review for Period 9/Unit 9. (Skill 4)

Unit 9 Assessments

Complete **Personal Progress Check MCQ** for Unit 9.

Complete **Personal Progress Check FRQ A** for Unit 9.

Complete **Personal Progress Check FRQ B** for Unit 9.

Take **Unit 9 Test**.

CR6

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students analyze an argument or claim in **one or more primary sources**. The syllabus must cite (author and title) or describe the primary source used for the activity. At least one activity must be labeled with Skill 3.