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AP United States History Curriculum

AP Unites States History Overview

Course Description

The Advanced Placement United States History course provides an in-depth look at the whole of United States History from the pre-colonial era to the present day. Successful completion of the course and the national Advanced Placement exam taken each year in early May could allow students to receive college credit. The Advanced Placement United States History course is intended to challenge students by providing them with a collegiate atmosphere and workload. Students will gain a firm understanding of the major social, political, cultural, and economic influences that have shaped American history. This course provides student with an opportunity to hone the vital skills of critical thinking, essay writing, reading comprehension, and oral argument while exposing them to a variety of primary and secondary source documents as well as various interpretations of history. The students take the AP US History exam in May.

Topics at a Glance

Unit 1: Colonial History
Unit 2: Independence
Unit 3: Post- Independence and the Critical Period
Unit 4: Jefferson's Administration/Growth of Nationalism
Unit 5: The Age of Jackson
Unit 6: Slavery and Sectionalism
Unit 7: Civil War and Reconstruction
Unit 8: Rise of Business and Labor
Unit 9: Populists and Progressives
Unit 10: Imperialism and World War I
Unit 11: 1920's to 1930's
Unit 12: World War II and Origins of the Cold War
Unit 13: Foreign Policy

Assessments

Teacher Assessments
College Board AP United States History Exam

Grade Level Expectations

Standard	Grade Level Expectations (Big Ideas in Social Studies)
1. History	1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources 2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time 3. Recognize the significance of ideas as powerful forces throughout history

Useful Information

- This is an AP class with curiculum given to us from the College Board.

CollegeBoard AP

INCLUDES
- Course framework
- Instructional section
- Sample exam questions

AP® U.S. History

COURSE AND EXAM DESCRIPTION

Effective
Fall 2023

AP® U.S. History

COURSE AND EXAM DESCRIPTION

Effective
Fall 2023

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY

Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

What AP® Stands For

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

1. AP stands for clarity and transparency. Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
2. AP is an unflinching encounter with evidence. AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
3. AP opposes censorship. AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
4. AP opposes indoctrination. AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with a viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

   As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole."
5. AP courses foster an open-minded approach to the histories and cultures of different peoples. The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
6. Every AP student who engages with evidence is listened to and respected. Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
7. AP is a choice for parents and students. Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

The AP Program encourages educators to review these principles with parents and students so they know what to expect in an AP course. Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

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About AP

College Board's Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores; more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses and selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with formative assessments—Personal Progress Checks—that teachers can assign throughout the year to measure students' progress as they acquire content knowledge and develop skills.

Enrolling Students: Equity and Access

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

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The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit **collegeboard.org/apcourseaudit** for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on **apcentral.collegeboard.org**.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

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While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at apstudent.org/creditpolicies

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.
- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check collegeboard.org/apreading for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit collegeboard.org/apreading for eligibility requirements and to start the application process.

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AP Resources and Supports

By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

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

UNIT GUIDES

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

PERSONAL PROGRESS CHECKS

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

PROGRESS DASHBOARD

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

AP QUESTION BANK

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

*To report misuses, please call, 877-274-6474 (International: +1-212-632-1781).

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Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to **My AP** and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- Teachers and students sign in to, or create, their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP Coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP Coordinators to complete, overall it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for pre-administration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

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Instructional Model

Integrating AP resources throughout the course can help students develop the historical thinking skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.

Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Use the **Unit at a Glance** table to identify related topics that build toward a common understanding, and then plan appropriate pacing for students.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.

Teach

When teaching, supporting resources could be used to build students' conceptual understanding and their mastery of skills.

- Use the topic pages in the **unit guides** to identify the required content.
- Integrate the content with a skill, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the available resources on the topic pages to bring a variety of assets into the classroom.

Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use **AP Classroom** to assign students the online **Personal Progress Checks**, as homework or as an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

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About the AP U.S. History Course

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

College Course Equivalent

AP U.S. History is equivalent to a two-semester introductory college course in U.S. history.

Prerequisites

There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

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AP U.S. HISTORY

Course Framework

Introduction

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

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

The Inclusion of Names and Specific Historical Examples

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

The Founding Documents

In the context of American history, the in-depth examination of the ideas and debates in the founding documents (e.g., the Declaration of Independence, the Constitution, the Bill of Rights, the Federalist Papers) helps students better understand pivotal moments in America's history. Through close reading and careful analysis of these documents, students gain insights into the remarkable people, ideas, and events that shaped the nation. Ultimately, students with command of the founding documents and a capacity to trace their influence will find opportunities throughout the course to draw on and apply this knowledge.

Throughout the course, students closely read and analyze foundational documents and other primary and secondary sources in order to gain historical understanding. Teachers may use these documents to help students trace ideas and themes throughout American history. On the AP U.S. History Exam, students will be expected to read and analyze primary and secondary sources, draw upon evidence from them, and connect them to the students' own historical knowledge and understanding. For these reasons, teachers may elect to teach the founding documents and the ideas they express in depth during the course.

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Course Framework Components

Overview

This course framework provides a description of what students should know and be able to do to qualify for college credit or placement.

The course framework includes two essential components:

1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES

The historical thinking skills and reasoning processes are central to the study and practice of U.S. history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

2 COURSE CONTENT

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

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AP U.S. HISTORY

Historical Thinking Skills and Reasoning Processes

This section presents the historical thinking skills and reasoning processes that students should develop during the AP history courses and that form the basis of the tasks on the AP history exams.

Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The table that follows presents these skills, which students should develop during the AP U.S. History course.

The unit guides later in this publication embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching the historical thinking skills can be found in the Instructional Approaches section of this publication.

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AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
Developments and Processes 1 Identify and explain historical developments and processes.	***Sourcing and Situation*** 2 Analyze sourcing and situation of primary and secondary sources.	***Claims and Evidence in Sources*** 3 Analyze arguments in primary and secondary sources.	***Contextualization*** 4 Analyze the context of historical events, developments, or processes.	***Making Connections*** 5 Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.	***Argumentation*** 6 Develop an argument.

SKILLS

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
1.A Identify a historical concept, development, or process. **1.B** Explain a historical concept, development, or process.	**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.	**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.	**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.	**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.	**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.

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AP HISTORY

Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
Comparison	*Causation*	*Continuity and Change*
▪ 1.i: Describe similarities and/or differences between different historical developments or processes. ▪ 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes. ▪ 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	▪ 2.i: Describe causes and/or effects of a specific historical development or process. ▪ 2.ii: Explain the relationship between causes and effects of a specific historical development or process. ▪ 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects. ▪ 2.iv: Explain how a relevant context influenced a specific historical development or process. ▪ 2.v: Explain the relative historical significance of different causes and/or effects.	▪ 3.i: Describe patterns of continuity and/or change over time. ▪ 3.ii: Explain patterns of continuity and/or change over time. ▪ 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

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AP U.S. HISTORY

Course Content

Influenced by the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a description of the course requirements necessary for student success.

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The nine units in AP U.S. History, and their approximate weighting on the AP Exam, are listed on the following page.

Pacing recommendations at the unit level and in the Course at a Glance provide suggestions for how to teach the required course content and administer the Personal Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

A NOTE ABOUT PERIODIZATION

Following the example of many subfields within U.S. history, as well as the approach adopted by most U.S. history textbooks, the course framework reflects an acknowledgment that historians differ in how they apply boundaries between distinct historical eras. Several of the periods show some degree of overlap, depending on the thematic focus of the topics in that period. For example, Period 4, which begins in 1800, emphasizes antebellum reform and social change (with 1848 as an ending point because of the Seneca Falls Convention). Period 5 focuses on how expansion led to debates over slavery, thus beginning with Manifest Destiny and the election of James K. Polk in 1844; it spans the Civil War and Reconstruction and ends with the Compromise of 1877. The emphasis in Period 6 on economic development logically begins with the end of the Civil War in 1865 and ends on the eve of the Spanish–American War in 1898. Period 7 uses 1890 as the appropriate starting date for America's rise to global power—a major conceptual focus of the period.

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TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 37) contain all required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

In order for students to develop an understanding of these topics, teachers select specific historical figures, groups, and events—and the primary and secondary source documents through which they can be examined—that enable students to investigate them. In this way, AP teachers create their own local curricula for AP U.S. History.

Units	Exam Weighting
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%**

NOTE: Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit and topic.

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Themes

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

THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)

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

THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)

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

THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)

This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.

THEME 4: MIGRATION AND SETTLEMENT (MIG)

This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

THEME 5: POLITICS AND POWER (PCE)

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

THEME 6: AMERICA IN THE WORLD (WOR)

This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)

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

THEME 8: SOCIAL STRUCTURES (SOC)

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

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Spiraling the Themes

The following table shows how the themes spiral across units.

Theme	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	Period 1: 1491–1607	*Period 2: 1607–1754*	*Period 3: 1754–1800*	*Period 4: 1800–1848*	*Period 5: 1844–1877*	*Period 6: 1865–1898*	*Period 7: 1890–1945*	*Period 8: 1945–1980*	*Period 9: 1980–Present*
American and National Identity **NAT**		✓	✓		✓	✓		✓	
Work, Exchange, and Technology **WXT**		✓		✓		✓	✓	✓	✓
Geography and the Environment **GEO**	✓	✓		✓	✓		✓	✓	
Migration and Settlement **MIG**		✓	✓			✓	✓	✓	✓
Politics and Power **PCE**			✓	✓	✓	✓	✓	✓	✓
America in the World **WOR**	✓	✓	✓	✓	✓		✓	✓	✓
American and Regional Culture **ARC**		✓	✓	✓	✓		✓	✓	
Social Structures **SOC**	✓	✓	✓	✓	✓	✓	✓	✓	

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Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP U.S. History curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note: Pacing is based on 45–minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the themes and historical thinking skills across units.

Teach

HISTORICAL THINKING SKILLS

Historical thinking skills spiral across units.

- 1 Developments and Processes
- 2 Sourcing and Situation
- 3 Claims and Evidence in Sources
- 4 Contextualization
- 5 Making Connections
- 6 Argumentation

THEMES

Themes spiral across units.

- NAT American and National Identity
- WXT Work, Exchange, and Technology
- GEO Geography and the Environment
- MIG Migration and Settlement
- PCE Politics and Power
- WOR America in the World
- ARC American and Regional Culture
- SOC Social Structures

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT 1 Period 1: 1491–1607

~8 Class Periods | **4–6%** AP Exam Weighting

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

Personal Progress Check Unit 1

Multiple-choice: ~15 questions
Short-answer: 2 questions
- Primary source (partial)
- Primary source (partial)

Free-response: 1 question
- Long essay (partial)

UNIT 2 Period 2: 1607–1754

~14 Class Periods | **6–8%** AP Exam Weighting

4	**2.1** Contextualizing Period 2
MIG 1	**2.2** European Colonization
GEO 3	**2.3** The Regions of British Colonies
WXT 5	**2.4** Transatlantic Trade
WOR 2	**2.5** Interactions Between American Indians and Europeans
WXT SOC 5	**2.6** Slavery in the British Colonies
ARC NAT 1	**2.7** Colonial Society and Culture
6	**2.8** Comparison in Period 2

Personal Progress Check Unit 2

Multiple-choice: ~20 questions
Short-answer: 2 questions
- Primary source
- Primary source

Free-response: 1 question
- Long essay (partial)

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

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UNIT 3 Period 3: 1754–1800

~17 Class Periods | **10–17%** AP Exam Weighting

- 4 — **3.1** Contextualizing Period 3
- WOR 1 — **3.2** The Seven Years' War (The French and Indian War)
- WOR 2 — **3.3** Taxation Without Representation
- NAT 2 — **3.4** Philosophical Foundations of the American Revolution
- WOR 6 — **3.5** The American Revolution
- SOC WOR 3 — **3.6** The Influence of Revolutionary Ideals
- PCE 3 — **3.7** The Articles of Confederation
- PCE 3 — **3.8** The Constitutional Convention and Debates over Ratification
- PCE 5 — **3.9** The Constitution
- WOR PCE 2 — **3.10** Shaping a New Republic
- ARC 1 — **3.11** Developing an American Identity
- MIG SOC 5 — **3.12** Movement in the Early Republic
- 6 — **3.13** Continuity and Change in Period 3

Personal Progress Check Unit 3

Multiple-choice: ~30 questions
Short-answer: 2 questions
- Primary source
- Primary source

Free-response: 1 question
- Long essay (partial)

UNIT 4 Period 4: 1800–1848

~17 Class Periods | **10–17%** AP Exam Weighting

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

Personal Progress Check Unit 4

Multiple-choice: ~35 questions
Short-answer: 2 questions
- Primary source
- Secondary source

Free-response: 1 question
- Long essay (partial)

UNIT 5 Period 5: 1844–1877

~17 Class Periods | **10–17%** AP Exam Weighting

- 4 — **5.1** Contextualizing Period 5
- GEO 1 — **5.2** Manifest Destiny
- WOR 3 — **5.3** The Mexican–American War
- NAT 4 — **5.4** The Compromise of 1850
- ARC SOC 2 — **5.5** Sectional Conflict: Regional Differences
- PCE 5 — **5.6** Failure of Compromise
- PCE 4 — **5.7** Election of 1860 and Secession
- WOR 5 — **5.8** Military Conflict in the Civil War
- NAT 2 — **5.9** Government Policies During the Civil War
- PCE 3 — **5.10** Reconstruction
- NAT 3 — **5.11** Failure of Reconstruction
- 6 — **5.12** Comparison in Period 5

Personal Progress Check Unit 5

Multiple-choice: ~30 questions
Short-answer: 2 questions
- Secondary source (2 sources)
- No stimulus

Free-response: 2 questions
- Long essay (partial)
- Document-based (partial)

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UNIT 6 Period 6: 1865–1898

~18 Class Periods | **10–17%** AP Exam Weighting

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

Personal Progress Check Unit 6

Multiple-choice: ~35 questions
Short-answer: 2 questions
- No stimulus
- Primary source

Free-response: 1 question
- Document-based (partial)

UNIT 7 Period 7: 1890–1945

~21 Class Periods | **10–17%** AP Exam Weighting

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

Personal Progress Check Unit 7

Multiple-choice: ~40 questions
Short-answer: 2 questions
- Secondary source
- No stimulus

Free-response: 1 question
- Document-based

UNIT 8 Period 8: 1945–1980

~20 Class Periods | **10–17%** AP Exam Weighting

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

Personal Progress Check Unit 8

Multiple-choice: ~40 questions
Short-answer: 2 questions
- No stimulus
- Primary source

Free-response: 1 question
- Long essay

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UNIT 9 Period 9: 1980–Present

~8 Class Periods | 4–6% AP Exam Weighting

4	9.1 Contextualizing Period 9
PCE 3	9.2 Reagan and Conservatism
WOR 1	9.3 The End of the Cold War
WXT 1	9.4 A Changing Economy
MIG 2	9.5 Migration and Immigration in the 1990s and 2000s
WOR 2	9.6 Challenges of the 21st Century
6	9.7 Causation in Period 9

Personal Progress Check Unit 9

Multiple-choice: ~20 questions
Short-answer: 2 questions
- Secondary source
- No stimulus

Free-response: 1 question
- Document-based

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AP U.S. HISTORY

Unit Guides

Introduction

The structure of the unit guides respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

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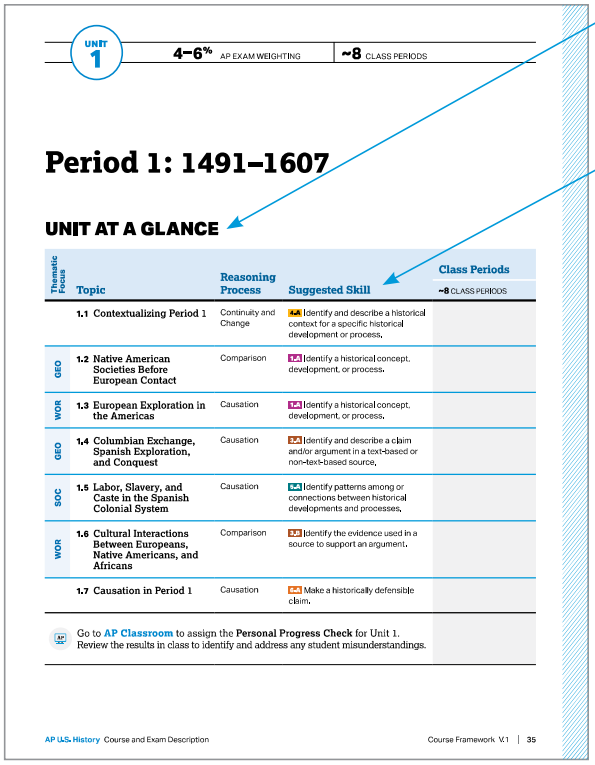
Using the Unit Guides



UNIT 1

4–6% AP EXAM WEIGHTING | ~8 CLASS PERIODS

Period 1: 1491–1607

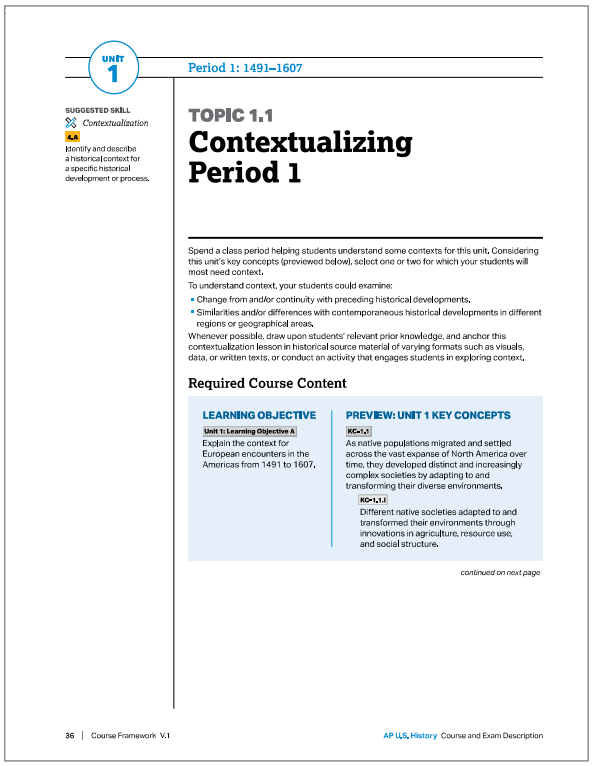
UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~8 CLASS PERIODS
	1.1 Contextualizing Period 1	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
GEO	1.2 Native American Societies Before European Contact	Comparison	1.A Identify a historical concept, development, or process.	
WOR	1.3 European Exploration in the Americas	Causation	1.A Identify a historical concept, development, or process.	
GEO	1.4 Columbian Exchange, Spanish Exploration, and Conquest	Causation	2.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
SOC	1.5 Labor, Slavery, and Caste in the Spanish Colonial System	Causation	3.A Identify patterns among or connections between historical developments and processes.	
WOR	1.6 Cultural Interactions Between Europeans, Native Americans, and Africans	Comparison	2.A Identify the evidence used in a source to support an argument.	
	1.7 Causation in Period 1	Causation	4.A Make a historically defensible claim.	
	Go to AP Classroom to assign the **Personal Progress Check** for Unit 1. Review the results in class to identify and address any student misunderstandings.			

AP U.S. History Course and Exam Description — Course Framework V.1 | 35

The **Unit at a Glance table** shows the topics, related thematic focus, suggested skills, and reasoning processes for each topic. The Class Periods column has been left blank so that teachers can customize the time they spend on each topic.

The **suggested skill** for each topic shows one way teachers can link the content in that topic to a specific AP historical thinking skill. The individual skill has been thoughtfully chosen in a way that helps spiral those skills throughout the course. The questions on the Personal Progress Checks are based on this pairing. However, AP Exam questions may pair the content with any of the skills.



UNIT 1 | Period 1: 1491–1607

SUGGESTED SKILL
Contextualization
4.A
Identify and describe a historical context for a specific historical development or process.

TOPIC 1.1
Contextualizing Period 1

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE
Unit 1: Learning Objective A
Explain the context for European encounters in the Americas from 1491 to 1607.

PREVIEW: UNIT 1 KEY CONCEPTS
KC-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.
KC-1.1.I
Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

continued on next page

36 | Course Framework V.1 — AP U.S. History Course and Exam Description

FIRST AND FINAL TOPIC PAGES IN EACH UNIT

Each unit's first and final topics include key concepts, which summarize the historical developments in the unit.

These topics encourage the use of the key concepts and learning objectives in the unit to develop the skills of contextualization and argumentation.

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Using the Unit Guides

TOPIC PAGES

The **suggested skill** offers a possible skill to pair with the topic.

The **thematic focus** of the topic is the long-term takeaway that leaves a lasting impression on students.

Where possible, **available resources** are listed that might help teachers address a particular topic in their classroom.

Learning objectives define what a student should be able to do with content knowledge in order to progress toward an enduring understanding.

Historical development statements comprise the knowledge required to demonstrate mastery of the learning objective.

NEW (June, 2023)

The **Optional Activities** pages include optional activities that can help teachers tie together the content and skill of a particular topic.

Additionally, **Optional Sources** pages offer examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources.

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AP U.S. HISTORY

UNIT 1

Period 1: 1491–1607

4–6%
AP EXAM WEIGHTING

~8
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 1

Multiple-choice: ~15 questions
Short-answer: 2 questions

- Primary source (partial)
- Primary source (partial)

Free-response: 1 question

- Long essay (partial)

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UNIT 1

4–6% AP EXAM WEIGHTING | **~8** CLASS PERIODS

Period 1: 1491–1607

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~8 CLASS PERIODS
	1.1 Contextualizing Period 1	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
GEO	**1.2 Native American Societies Before European Contact**	Comparison	1.A Identify a historical concept, development, or process.	
WOR	**1.3 European Exploration in the Americas**	Causation	1.A Identify a historical concept, development, or process.	
GEO	**1.4 Columbian Exchange, Spanish Exploration, and Conquest**	Causation	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
SOC	**1.5 Labor, Slavery, and Caste in the Spanish Colonial System**	Causation	5.A Identify patterns among or connections between historical developments and processes.	
WOR	**1.6 Cultural Interactions Between Europeans, Native Americans, and Africans**	Comparison	3.B Identify the evidence used in a source to support an argument.	
	1.7 Causation in Period 1	Causation	6.A Make a historically defensible claim.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 1. Review the results in class to identify and address any student misunderstandings.

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SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

TOPIC 1.1
Contextualizing Period 1

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 1: Learning Objective A

Explain the context for European encounters in the Americas from 1491 to 1607.

PREVIEW: UNIT 1 KEY CONCEPTS

KC-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.

KC-1.1.I

Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

continued on next page

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LEARNING OBJECTIVE

Unit 1: Learning Objective A

Explain the context for European encounters in the Americas from 1491 to 1607.

PREVIEW: UNIT 1 KEY CONCEPTS

KC-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.

KC-1.2.I

European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

KC-1.2.II

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

KC-1.2.III

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

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TOPIC 1.1
Contextualizing Period 1

OPTIONAL ACTIVITY

Introducing Historical Context

This activity introduces students to a conceptual understanding of historical context. For reference, please see the definition of contextualization in the Course and Exam Description.

Duration: ~20 mins
Sequence: Start of lesson

SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

1. Begin by explaining that context is much like the set of a play or movie. Ask students to imagine watching their favorite movie with the actors performing the entire script in front of a plain white background. Note that while it would be possible to follow the story, it would be more difficult to fully understand. Historical context is similar to the set or background in a movie in that it provides a broader understanding of the historical developments under consideration by taking into account other political, economic, cultural, or social developments that helped shape the period.
2. Textbooks generally start with an introduction to each unit that "sets the stage" for the period. Organize students into small groups and ask them to read the introduction to each unit in this period from their textbook.
3. Ask students to discuss the introductions and summarize the history of the period from 1491 to 1607 in a brief statement. For example they might characterize this period as an age of discovery or an age of dramatic change. Then ask students to complete the following sentence frame.
   - This period in history is an age of _____ because _____.

Conclude the activity with a class debrief that concentrates on what is meant by placing events in historical context. Discuss how the introduction in the textbook "sets the stage" for the information in the unit by providing background information and a broad overview of the period.

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TOPIC 1.2
Native American Societies Before European Contact

Required Course Content

THEMATIC FOCUS

Geography and the Environment GEO

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 1: Learning Objective B

Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.

HISTORICAL DEVELOPMENTS

KC-1.1.I.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.

KC-1.1.I.B

Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.

KC-1.1.I.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.

KC-1.1.I.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.

SUGGESTED SKILL

Developments and Processes

1.A

Identify a historical concept, development, or process.

AVAILABLE RESOURCE

- Professional Development > Teaching and Assessing Module—Period 1: 1491–1607, Focus on Research "Native North America: A Place of History"

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TOPIC 1.2
Native American Societies Before European Contact

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-1.1.I.A

Maize cultivating societies:

- **Hohokam:** "The Hohokam," Arizona Museum of Natural History, 2021, arizonamuseumofnaturalhistory.org. This online exhibit includes a collection of archaeological artifacts and accompanying descriptions and interpretations.
- **Pueblo:** *The Journey of Coronado*, 1540–1542, trans. and ed. George Parker Winship (New York, 1904), pp. 37–42. This narrative includes the earliest recorded description of Acoma Pueblo, the oldest continually inhabited community in North America.

KC-1.1.I.B

Societies of the Great Basin and Great Plains:

- **Apache:** "True Account of the Expedition of Onate toward the East, 1601," in *Spanish Exploration in the Southwest*, 1542–1706, ed. Herbert Eugene Bolton (New York: Charles Scribner's Sons, 1916), pp. 252–53. Contains the earliest documentary account of the Apaches.
- **Shoshone:** Rebecca Hein, "The Mountain Shoshone," WyoHist.org. This article about the Mountain Shoshone highlights recent archaeological finds.
- **Ute:** David Rich Lewis, "Ute Indians - Northern," *Utah History Encyclopedia*. This article discusses the Utes' adaptations to the environments of the Great Basin and Rocky Mountains. Suggested excerpt: the first three paragraphs.

KC-1.1.I.C

Societies of the Northeast, Mississippi River Valley, and Atlantic seaboard:

- **Delaware/Lenape:** Walter Licht, et al., "The Original People and Their Land: The Lenape, Pre-History to the 18th Century," West Philadelphia Collaborative History. This article highlights both Lenape seasonal mobility and fixed agricultural settlements. Suggested excerpt: the "Lenape Culture" section.
- **Secotan:** John White, watercolors and of Indigenous people around Roanoke colony, 1585–1587, British Museum or Theodor Debry, engravings of the Indigenous people around Roanoke colony, 1590, John Carter Brown Library at Brown University. These images capture many aspects of Algonquian life on the eve of colonial contact.

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- **Haudenosaunee (Iroquois):** "Iroquois Creation Story, 1816," in *The Journal of Major John Norton*, 1816, ed. Carl F. Klinck and James J. Talman, (Toronto: Champlain Society, 1970), pp. 88–91. While this version of the Haudenosaunee creation story dates from the 19th century, it reflects earlier traditions, providing a look at belief systems among the Haudenosaunee before the arrival of Europeans.

KC-1.1.I.D

Societies of the Northwest and California:

- **Aleuts:** Charles Martinson, "Unangan/Aleut Culture," unimak.us. Martinson provides an ethnological and early historical discussion of Aleut people. Suggested excerpt: the section titled "Culture of the Unangan People."
- **Chinook:** Kenneth M. Ames, Cameron M. Smith, William L. Cornett, and Elizabeth A. Sobel, "Chinook Culture," The Virtual Meier Site, web.pdx.edu/~b5cs/virtualmeier/society.html. This ethnological and early historical account of the Chinook people comes from "Archaeological Investigations (1991–1996) at 45Cl1 (Cathlapotle), Clark County, Washington." This report includes writings by archaeologists and primary source readings.
- **Tlingit:** "Tlingit Exhibition," American Museum of Natural History, www.amnh.org/exhibitions/permanent/northwest-coast/tlingit. This is a digital exhibit drawn from the museum's collections of Tlingit material culture.

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TOPIC 1.2
Native American Societies Before European Contact

OPTIONAL ACTIVITY
Create Representations

Students create a map to demonstrate the diversity of the Indigenous societies of North America. Provide students with access to one suggested optional source from each geographic region for this activity.

Durations: ~40 mins
Sequence: Anytime

SUGGESTED SKILL

Development and Processes

1.A

Identify a historical concept, development, or process.

1. For homework, ask students to read the sections in their textbook about Indigenous societies before European arrival. In class, give students a blank physical map of North America.
2. On the map, ask students to identify one society for each of the following geographical regions:
   a. Southwest
   b. Great Basin and Great Plains
   c. Northeast, Mississippi River Valley, and Atlantic Seaboard
   d. Northwest and California
3. Ask students to describe two characteristics about the environments of their selected societies using the notes taken from reading their textbook. Allow students to reference their textbook and/or the internet in class if they are missing information about any of the regions.
4. Ask students to read or view one source about each of the regions and identify examples of the societies' interaction with the environment on their map.

To conclude, ask at least one student to share for each region so their classmates can add more notes to their map. During this share-out emphasize the diversity of Indigenous societies and their environments. This representation in a visual form can serve as a quick way to review this information.

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TOPIC 1.3
European Exploration in the Americas

SUGGESTED SKILL

Developments and Processes

1.A

Identify a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 1: Learning Objective C

Explain the causes of exploration and conquest of the New World by various European nations.

HISTORICAL DEVELOPMENTS

KC-1.2.I.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.

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TOPIC 1.3
European Exploration in the Americas

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-1.2.I.A

Motivation for exploration and conquest:

- **Christopher Columbus:** Christopher Columbus, letter to Luis de St. Angel from his first voyage to the Americas, 1493. In this letter, published soon after Columbus's return to Spain in 1493, he recounts his first impressions of Caribbean islands.
- **Samuel de Champlain:** Samuel de Champlain, "To the Queen Regent," in *Voyages of Samuel de Champlain, 1604–1618*, ed. W. L. Grant (New York: Charles Scribner's Sons, 1907), p. 17. In this letter, Champlain summarizes his rationale for exploration.
- **Richard Hakluyt:** Richard Hakluyt, *A Discourse Concerning Western Planting* (1584). Hakluyt lays out 23 broad reasons why Queen Elizabeth I should establish colonies in the Americas. Suggested excerpt: simply the titles alone of chapters one through nineteen provide a effective overview and summary.

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OPTIONAL ACTIVITY

Identifying Historical Causation

Students use Richard Hakluyt's writing to identify Great Britain's rationale for exploration and conquest.

Duration: ~15 mins
Sequence: Anytime

1. While this document contains 23 reasons for Queen Elizabeth I to establish colonies in the New World, ask students to focus on the first 10 reasons Hakluyt provides.
2. Give students the following broad reasons for European exploration listed in the Course Framework: wealth, military competition, and the desire to spread Christianity.
3. Ask students to highlight excerpts that illustrate when Hakluyt describes any of the three reasons– wealth, military competition, and desire to spread Christianity – mentioned above. If possible, instruct students to use different highlighter colors to identify their findings.

Conclude the activity by guiding students through a discussion that addresses where in the document students located historical causes of exploration and conquest.

SUGGESTED SKILL

Developments and Processes

1.A

Identify a historical concept, development, or process.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

TOPIC 1.4

Columbian Exchange, Spanish Exploration, and Conquest

Required Course Content

THEMATIC FOCUS

Geography and the Environment GEO

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 1: Learning Objective D

Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

HISTORICAL DEVELOPMENTS

KC-1.2.I.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.

KC-1.2.I.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.

KC-1.2.II.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.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-1.2.I.B

New crops and mineral wealth to Europe:

- **Potato:** Charles C. Mann, "How the Potato Changed the World," *Smithsonian Magazine*, (November 2011). In this article, Mann highlights the global impact of the spread of the potato. Suggested excerpt: the first six paragraphs.
- **Potosí:** Antonio Vazquez de Espinosa, *Compendium and Description of the West Indies*, (c. 1620). Espinosa describes the labor of enslaved Indigenous people in the silver mines of Potosi. Suggested excerpt: multiple selections from this volume are available online.

KC-1.2.I.C

Improvements in maritime technology:

- **Caravel:** George Braun and Franz Hogenberg, "Lisbona," in *Civitates Orbis Terrarum*, (1572). This image of Lisbon, Portugal, shows the lateen (or triangular) sails on caravels, which the Portuguese developed to allow ships to travel the Atlantic at greater speeds and distances than earlier vessels with a single square sail.
- **Magnetic compass:** Samuel Eliot Morison, *Admiral of the Ocean: A Life of Christopher Columbus* (Boston: Little, Brown and Co., 1942), pp. 187–189. Morison describes the impact of the magnetic compass on early modern sailing.

KC-1.2.II.A

Epidemics:

- **Crowd Diseases:** Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin, 2001), pp. 39–43. Taylor describes how the, densely populated urban centers of Europe bred highly contagious "crowd diseases," and why Indigenous populations in the Americas were vulnerable to these diseases.
- **Smallpox:** William Bradford, *Of Plimoth Plantation*, (1606–1646). The 1634 entry of book two includes an account of a smallpox epidemic among the Indigenous population of southern New England in 1633–34. Suggested excerpt: the section titled "Sickness Among the Natives."

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KC-1.2.II.A

Crops and animals introduced to the Americas:

- **Cattle:** Lion Gardener, "His Relation of the Pequot Warres, June 12, 1660," in *Collections of the Massachusetts Historical Society*, third series, volume 3 (Cambridge: E.W. Metcalf and Company, 1833), p. 154. Gardener quotes the Narragansett Sachem Miantonomi's call for Indigenous people to unite against colonial encroachment, including trespass and damage by cattle and other livestock.
- **Horses:** "Lienzo de Tlaxcala," ca. 1550, New Mexico Digital Collections, University of New Mexico Library. Created in the mid-sixteenth century, the Lienzo de Tlaxcala depicts the conquest of the Aztec Empire by Hernan Cortès. Note the prevalence of Spanish soldiers on horseback.
- **Pigs:** Virginia General Assembly, "Act CXXXVIII Concerning the Indians," March 1662. This is a Virginia law to prevent Indigenous people from killing English hogs and other livestock.
- **Wheat:** Bill Pensack, "Colonial Pennsylvania Mills," *One-Minute Essays*. The accompanying map visualizes the economic impact of wheat, from personal consumption, to milling, to barreling, to trade.

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OPTIONAL ACTIVITY

Discussion

Students explore the impact of the Columbian Exchange by identifying and describing the arguments made by historians in the suggested secondary sources treating potatoes, crowd disease and wheat.

Duration: ~30 mins
Sequence: Anytime

1. Ask students to read/review the section in their textbook about the Columbian Exchange. Start by providing an overview of the Columbian Exchange including a map with the main crops, animals, diseases, and sources of mineral wealth associated with this topic.
2. Next, ask them to identify one example for each of the following categories.
   a. Most significant crop introduced to Europe (e.g. potato)
   b. Most significant disease introduced to the Americas (e.g. smallpox)
   c. Most significant animal introduced to the Americas (e.g. horses)
3. Then, assign each student one of the three secondary sources suggested for this topic (potato, crowd disease, or wheat). Ask students to read their assigned secondary source and describe the author's argument in a few sentences.

Conclude by asking a few students to share their descriptions of the authors' arguments. In a whole class discussion, ask students to reconsider their list from step 2. How does their list compare to the arguments made by the authors of each source?

SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

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SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

AVAILABLE RESOURCE

- Professional Development > Teaching and Assessing Module—Period 1: 1491–1607, Focus on Research "Spanish Colonialism"

TOPIC 1.5

Labor, Slavery, and Caste in the Spanish Colonial System

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 1: Learning Objective E

Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

HISTORICAL DEVELOPMENTS

KC-1.2.II.B

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

KC-1.2.II.C

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

KC-1.2.II.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.

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TOPIC 1.5
Labor, Slavery, and Caste in the Spanish Colonial System

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-1.2.II.B

Encomienda System

- **Directory of Confessors:** "Directorio Para Confesores: 'Lords Who Hold Temporal Government Over Vassals,' (Mexico, 1585)," in *Colonial Lives Documents on Latin American History, 1550–1850*, ed. Richard Boyer and Geoffrey Spurling (New York: Oxford, 2000), pp. 35–36. This document, a training exercise for priests, addresses the relationship between encomenderos and Indigenous people.

KC-1.2.II.C

Slave Trade

- **Portugal:** "Extracts from a letter of Dom João III to the king of Kongo," in *The Portuguese in West Africa, 1415–1670*, ed. Malyn Newitt (New York: Cambridge University Press, 2010), pp. 152–153. In this letter, the king of Portugal discusses the export of enslaved people from Africa.

KC-1.2.II.D

Incorporation of diverse populations:

- **Requerimiento:** Juan López de Palacios Rubios, "El Requerimiento," (1513). This Spanish document was designed to be read in Spanish to the Indigenous people of the Americas.

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TOPIC 1.5
Labor, Slavery, and Caste in the Spanish Colonial System

OPTIONAL ACTIVITY
Making Connections

Students will read El Requerimiento by Juan López de Palacios Rubios and identify relevant connections between this source and the encomienda and caste systems.

Duration: ~30 mins
Sequence: Anytime

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

1. As preparation for this activity, ask students to read the section in their textbook about social structures in Spanish Colonial America and have them define the terms encomienda and caste system.
2. Organize students in pairs. Ask them to review their homework and identify a relevant connection to the source after reading it in class. Provide the following questions to help students get started.
   - Are there any parts in the source that are connected to the encomienda system?
   - Are there any parts in the source that are connected to the caste system?
   - What evidence can you provide from your homework assignment to support either connection?
   - What makes these connections relevant?

If you would like to extend this activity, point out that the next topic will discuss "divergent worldviews" and provide students with a definition. Then ask students:

- How does this source demonstrate divergent worldviews of the Spanish and Indigenous peoples?

Close this activity with a debrief that emphasizes how social structures and economic systems relate to the El Requerimiento.

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TOPIC 1.6
Cultural Interactions Between Europeans, Native Americans, and Africans

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 1: Learning Objective F

Explain how and why European and Native American perspectives of others developed and changed in the period.

HISTORICAL DEVELOPMENTS

KC-1.2.III

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

KC-1.2.III.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.

KC-1.2.III.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.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.B

Identify the evidence used in a source to support an argument.

AVAILABLE RESOURCES

- Classroom Resources > **White–Native American Contact in Early American History**
- Classroom Resources > **Lesson Plans for AP U.S. History: English–Indian Encounters**
- Professional Development > **Teaching and Assessing Module—Period 1: 1491–1607, Focus on Research "Encounters and Contingency"**

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LEARNING OBJECTIVE

Unit 1: Learning Objective F

Explain how and why European and Native American perspectives of others developed and changed in the period.

HISTORICAL DEVELOPMENTS

KC-1.2.III.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-1.2.III

Divergent worldviews:

- **Doctrine of Discovery:** John Winthrop, *General Observations*, May 1629, Higginson Copy, Massachusetts Historical Society. As leader of the Massachusetts Bay Colony, Winthrop asserts that Christians have the right to take land from people they determined to be "savages." Suggested excerpt: Objection 5.
- **Matrilineage:** Jan V. Noel, "Revisiting Gender in Iroquoia," in *Gender and Sexuality in Indigenous North America, 1400–1850*, ed. Sandra Slater and Fay A. Yarbrough (Columbia: University of South Carolina Press, 2011), pp. 69–70. The conclusion to Noel's essay provides a summary of recent scholarship related to the role of women in Haudenosaunee society.
- **Nomadism:** Nicolas Denys, *The Description and Natural History of the Coasts of North America (Acadia)*, ed. and trans. William F. Ganong (Toronto: The Champlain Society, 1908), pp. 405–406, 419–20, 422–24, 426–33. These pages describe nomadic life among Indigenous hunter-gathers in what is now northern Maine and the Canadian Maritimes, as told by a French colonist.
- **Gender roles:** Reuben Gold Thwaites, ed., *The Jesuit Relations and Allied Documents: Travels and Explorations of the Jesuit Missionaries in New France, 1610–1791,* 73 vols. (Cleveland, 1896–1901), Vol. 59, p. 129. In this account, a Jesuit missionary describes gender roles among the Illinois in New France.

KC-1.2.III.B

Indigenous military resistance:

- **Cupul Uprising:** Nancy M. Farriss, *Maya Society under Colonial Rule: The Collective Enterprise of Survival* (Princeton: Princeton University Press, 1984), pp. 22–23. Farriss compares the reaction of several Indigenous communities to the arrival of the Spanish.
- **Mixton War:** "Lienzo de Tlaxcala," c. 1550. This multi-panel illustration tells the story of the conquest of Mexico from the perspective of the Tlaxcalans, an enemy of the Aztec. Lienza 58, "Xochiphilla" depicts Viceroy Antonio de Mendoza and the Tlaxcalans battling with the Caxcanes in the Mixtón War, providing an Indigenous artist's depiction of the battle.
- **Taino Rebellion:** Olga Jiménez de Wagenheim, *Puerto Rico: An Interpretive History from Pre-Columbian Times to 1900*, (Princeton: Markus Wiener Publishers, 1998), pp. 44–46. Chapter 3 summarizes Taino resistance in the context of the encomienda system and the African slave trade.

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KC-1.2.III.C

Debates among Europeans about how non-Europeans should be treated:

- **Bartolomé de las Casas:** Bartolomé de las Casas, "A Brief Account of the Destruction of the Indies" (1542). Bartolomé de las Casas provides an account of the Spanish treatment Indigenous people. Suggested excerpt: the section titled "The Cruelties of the Spaniards Committed in America.".
- **Juan Ginés de Sepúlveda:** Juan Ginés de Sepulveda, *Second Democrates, or On the Just Cause of War Against the Indians* (1547). The primary Spanish opponent of de las Casas in the debate over Spanish treatment of Indigenous people, Sepulveda argued that the Indigenous inhabitants of Spain's empire were naturally fit for conquest and enslavement. Suggested excerpt: several websites include short excerpts of this document that are abridged for classroom use; select one that includes a comparison of the Spanish and Indigenous societies.
- **New Laws of 1542:** Henry Stevens (Jr.), *The New Laws of the Indies for the Good Treatment and Preservation of the Indians* (London: Chiswick Press, 1893), pp. xii–xiv. Partly due to the influence of Catholic figures such as de las Casas and partly out of a desire to diminish the power and sovereignty of his increasingly wealthy subjects in the New World, Charles V abolished the enslavement of Indigenous people via the New Laws of 1542. Suggested excerpt: the pages of this book are numbered in two sequences of Roman numerals; pages xii–xiv of the second set of Roman numerals.

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OPTIONAL ACTIVITY

Identifying Historical Evidence

Students develop a process for analyzing an author's argument. Provide each student with a copy of the excerpt from Nancy M. Farriss's *Mayan Society under Colonial Rule* on the Cupul Uprising and complete each of the steps listed below for this source.

Duration: ~30 mins
Sequence: Anytime

1. Ask students to read the source and think about what the author is trying to explain.
   - What do you think the passage is about?
   - Describe what the passage is about in a few of your own words in the margin next to the passage.
2. Direct students to look at the source again and consider the author's claims.
   - Can you identify where the author has made their points or claims clearly in one place?
   - Underline the place where you see the main points or claims written in the passage.
3. Ask students to think about the author's reasoning.
   - Does the author give any reasons for making the claims?
   - What reasons does the author include for why they are making their claims or why they think they are right?
   - Put parentheses around any of the author's reasons for making their claims.
4. Ask students to look for evidence in the source.
   - Does this passage include any evidence that supports the claims? What 'proof' does the author include to show their claims is a strong one?
   - Circle any evidence that you think supports the author's claims.
   - Draw an arrow from each piece of evidence you circled to the claim it supports.

Review the students' work to confirm that they are able to identify claims, reasoning, and evidence in the source. Emphasize that their ability to effectively analyze and understand arguments is important for history class and a wide range of academic and real world situations.

TOPIC 1.6

Cultural Interactions Between Europeans, Native Americans, and Africans

SUGGESTED SKILL

Claims and Evidence in Sources

3.B

Identify the evidence used in a source to support an argument.

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SUGGESTED SKILL

Argumentation

6.A

Make a historically defensible claim.

AVAILABLE RESOURCE

- External Resource > Gilder Lehrman Institute's AP U.S. History Study Guide

TOPIC 1.7
Causation in Period 1

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 1: Learning Objective G

Explain the effects of the development of transatlantic voyages from 1491 to 1607.

REVIEW: UNIT 1 KEY CONCEPTS

KC-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.

KC-1.1.I

Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

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LEARNING OBJECTIVE

Unit 1: Learning Objective G

Explain the effects of the development of transatlantic voyages from 1491 to 1607.

REVIEW: UNIT 1 KEY CONCEPTS

KC-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.

KC-1.2.I

European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

KC-1.2.II

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

KC-1.2.III

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

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TOPIC 1.7
Causation in Period 1

OPTIONAL ACTIVITY
Guided Discussion

Students review historical developments from Period 1 and use this knowledge to develop a claim or thesis statement.

Duration: ~30 mins
Sequence: Anytime

SUGGESTED SKILL
Argumentation
6.A
Make a historically defensible claim.

1. Display the learning objective for this topic, "Explain the effects of the development of transatlantic voyages from 1491 to 1607." Lead a whole class brainstorm by asking students to look back at their notes and call out effects of the voyages of the Spanish to the Americas. Record their responses on the left side of the board.
2. List the eight AP U.S. History Themes across the top of the right side of the board (page 21 of the Course and Exam Description). Ask individual students to come to the board and move one of the effects from the left to the appropriate theme on the right. Then ask them to briefly explain why they chose this theme. Continue until all of the effects are sorted under a theme. As students sort the effects, note that some themes are more relevant than others in this period.
3. Ask students to write down the five effects that they feel are most important. Ask several students to share and lead a class discussion. Circle the five effects that most students agreed were important.
4. Based on the results of step 3, ask students to decide which theme was most impacted by transatlantic voyages. Now guide students in writing a claim or thesis statement that does the following.
   - Write a sentence that identifies which theme was most impacted by the transatlantic voyages.
   - Write a second sentence that provides a few examples of the impact of this theme.

Ask a few students to share. If they are struggling, provide a model like this. "The transatlantic voyages of the Europeans most affected the environment of America. For example, the Columbian Exchange introduced new diseases and animals." Close by explaining how a clear thesis statement helps readers understand historical arguments.

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AP U.S. HISTORY

UNIT 2

Period 2: 1607–1754

6–8%
AP EXAM WEIGHTING

~14
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 2

Multiple-choice: ~20 questions
Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

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UNIT 2

6–8% AP EXAM WEIGHTING | **~14** CLASS PERIODS

Period 2: 1607–1754

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~14 CLASS PERIODS
	2.1 Contextualizing Period 2	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
MIG	**2.2 European Colonization**	Comparison	1.B Explain a historical concept, development, or process.	
GEO	**2.3 The Regions of British Colonies**	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
WXT	**2.4 Transatlantic Trade**	Causation	5.A Identify patterns among or connections between historical developments and processes.	
WOR	**2.5 Interactions Between American Indians and Europeans**	Comparison	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
WXT, SOC	**2.6 Slavery in the British Colonies**	Causation	5.A Identify patterns among or connections between historical developments and processes.	
ARC, NAT	**2.7 Colonial Society and Culture**	Comparison	1.A Identify a historical concept, development, or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~14 CLASS PERIODS
	2.8 Comparison in Period 2	Comparison	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.	
	Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 2. Review the results in class to identify and address any student misunderstandings.			

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TOPIC 2.1
Contextualizing Period 2

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 2: Learning Objective A

Explain the context for the colonization of North America from 1607 to 1754.

PREVIEW: UNIT 2 KEY CONCEPTS

KC-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. They competed with each other and American Indians for resources.

KC-2.1.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.

KC-2.1.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.

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SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

AVAILABLE RESOURCE

- Professional Development > **Teaching and Assessing Module—Period 2: 1607–1754, Focus on Research "Atlantic Empires in Context"**

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LEARNING OBJECTIVE

Unit 2: Learning Objective A

Explain the context for the colonization of North America from 1607 to 1754.

PREVIEW: UNIT 2 KEY CONCEPTS

KC-2.1.III

Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

KC-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.

KC-2.2.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.

KC-2.2.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.

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OPTIONAL ACTIVITY

Establishing Historical Context

The purpose of this activity is to develop students' abilities to explain historical context. Students will select factors of historical influence they have already learned to write an explanation for the European effort to colonize North America.

Duration: ~20 mins
Sequence: Start of class

1. Divide students into groups and assign each group one of the following historical factors of influence for colonization from Period 1: Columbian Exchange, Indigenous negotiation and/or resistance, enslavement.
2. Ask each student to write a sentence that explains how their assigned historical factor influenced Spanish colonization.
3. In their groups, ask students to choose the best individual response and write it on the board.
4. Ask the entire class to brainstorm one specific piece of historical evidence connected to the best responses.

Debrief by emphasizing the idea that while historical context is established through broad events and processes, context is ultimately explained with specific pieces of evidence. Though students can use events before, during, or after a historical development they are studying, early in the year it is helpful to have students use historical examples they have already learned in class. Reviewing these steps will help students think about broader historical processes as they begin studying Period 2.

SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

TOPIC 2.2
European Colonization

Required Course Content

THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 2: Learning Objective B

Explain how and why various European colonies developed and expanded from 1607 to 1754.

HISTORICAL DEVELOPMENTS

KC-2.1.I.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 Spanish colonial society.

KC-2.1.I.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.

KC-2.1.I.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.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-2.1.I.A

Institutions based on subjugation:

- **Genízaros:** Russel Albert Daniels, "The Genízaro Pueblo of Abiquiú," *Magazine of the Smithsonian's National Museum of the American Indian* (2020). This article gives a history of Genízaros along with contemporary photographs of Genízaro historic sites in New Mexico.
- **Repartimiento:** Francisco Vasquez Coronado, Petitions for Jobs and Money: Governor Francisco Vasquez De Coronado, in *Historical Documents Relating to New Mexico, Nueva Vizcaya, and Approaches Thereto*, ed. Charles W. Hackett (Washington, D.C.: Carnegie Institution of Washington, 1923), vol. 1, pp. 33–34. Coronado, governor of New Galicia in Mexico asks the Spanish crown to augment his repartimiento.

KC-2.1.I.B

French and Dutch economic and diplomatic relationships with Indigenous communities:

- **Great Peace of Montreal:** The Great Peace of Montréal (1701). This agreement was the product of a treaty conference that included some 1,300 Indigenous participants as well as the leadership of New France.
- **Patroonships:** Kiliaen van Rensselaer, "Instructions to Bastiaen Jansz Krol, January 12, 1630," in *Van Rensselaer Bowier Manuscripts*, ed. A.J.F van Laer, (1908), pp. 158–161. The Dutch West India Company attempted to populate New Netherlands by empowering patroons (landholders with manorial rights) to transport settlers. Patroon Kiliaen van Rensselaer instructs his agent at Fort Orange (now Albany, New York) to purchase land from Indigenous people and manage Dutch colonists. Suggested excerpt: the first two pages.

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KC-2.1.I.C

British Migrants:

- **John Smith:** John Smith, *The Generall Historie of Virginia, New-England, and the Summer Isles* (1629). Smith's account of the foundation of Jamestown in 1608 focuses on the English settlers and their relationship with Powhatan. Written years after the events occurred, this excerpt features Smith's narrative of his first meeting with Powhatan and his supposed rescue from execution by Pocahontas. Suggested excerpt: Chapter II, "What Happened Till the First Supply."
- **John Winthrop:** John Winthrop, "A Model of Christian Charity" (1630). Delivered to some of the first Puritan migrants to depart England for the Massachusetts Bay Colony, Winthrop's sermon describes New England as a "city on a hill" whose inhabitants, having entered into a covenant relationship with God, will build a new Israel to be emulated by Christians the world over. Suggested excerpt: the last three paragraphs.

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OPTIONAL ACTIVITY

Discussion Groups

Students use documents to discuss and explain the relationship between Indigenous people and European colonists. Choose one source for KC-2.1.I.A and one source for KC-2.1.I.B from the suggested sources. Provide a copy of each source for students.

Duration: ~20 mins
Sequence: End of lesson

1. Ask students to read the two documents.
2. Divide students into small groups and ask them to discuss the ways in which the documents demonstrate similarities and differences in European interactions with Indigenous communities.
3. Ask students to consider and discuss some explanations for the similarities and differences.

Circulate the room during the discussion. Pose questions and offer guidance to groups that struggle, helping them see how subjugation and cooperation are reflected in the sources. Close with a debrief that summarizes the various ways European colonists interacted with Indigenous communities.

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

AVAILABLE RESOURCE

- Professional Development > Teaching and Assessing Module—Period 2: 1607–1754, Focus on Research "Colonial Diversity"

TOPIC 2.3
The Regions of British Colonies

Required Course Content

THEMATIC FOCUS

Geography and the Environment GEO

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 2: Learning Objective C

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.

HISTORICAL DEVELOPMENTS

KC-2.1.II.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.

KC-2.1.II.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.

KC-2.1.II.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.

KC-2.1.II.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.

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LEARNING OBJECTIVE

Unit 2: Learning Objective C

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.

HISTORICAL DEVELOPMENTS

KC-2.1.II.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.

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TOPIC 2.3
The Regions of British Colonies

OPTIONAL SOURCES

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Examples and Sources

KC-2.1.II.C

Greater cultural, ethnic, and religious diversity and tolerance in the middle colonies:

- **Huguenots:** "The Case of the French Protestants Refugees, settled in and about London, and in the English Plantations in America," (1696). After Louis XIV repealed the Edict of Nantes in 1685, roughly 200,000 French Calvinists (Huguenots) fled France for England, the Netherlands, Germany, South Africa, and the English colonies in the Americas. Here the Huguenots of London protest a bill that would have prevented their North American counterparts and family members from working as merchants.
- **Quakers:** Francis Daniel Pastorius, "Circumstantial Geographical Description of the Lately Discovered Province of Pennsylvania" (1700), in *Narratives of Early Pennsylvania, West New Jersey, and Delaware, 1630–1707*, ed. Albert Cook Meyers (New York: C. Scribner's Son, 1912), Chapters VI, VII, XI–XIII. In his account of early Pennsylvania history, Pastorius describes the colony's Indigenous and European inhabitants, paying special attention to religious diversity and William Penn's insistence on liberty of conscience.

KC-2.1.II.D

Cultural and religious autonomy among enslaved Africans:

- **Ring shout:** "McIntosh County Shouters: Gullah-Geechee Ring Shout from Georgia," Library of Congress (2010). The ring shout is a devotional dance that combined West African and European Christian elements. Practiced by enslaved people in the Caribbean and North America, the ring shout is here performed by a twenty-first century revival group. Suggested excerpt: the narration and performance that begins at the 18:30 mark.
- **Task System:** Daniel Littlefield, "The Varieties of Slave Labor," Freedom's Story, *TeacherServe*, National Humanities Center. The gang system of the Chesapeake is contrasted with the task system of rice cultivation in the low country of South Carolina. The author suggests three reasons for the development of the task system, one of which argues that enslaved Africans wanted a work organization that gave them more control over their own time. Suggested excerpt: the first seven paragraphs.
- **Vodun:** Médéric-Louis-Elie Moreau de Saint-Méry, *A Civilization That Perished: The Last Years of White Colonial Rule in Haiti* (Philadelphia, published by the author, 1797–1798), translated, abridged, and edited by Ivor D. Spencer, (Lanham, MD: University Press of America, 1985), pp. 1–7. Written by an enslaver and French revolutionary in the late 1790s, this account reflects a European view of religion among the enslaved. Suggested excerpt: the last four paragraphs.

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KC-2.1.II.E

Self-governing institutions:

- **John Randolph:** John Randolph, "The speech of Sir John Randolph, upon his being elected speaker of the House of Burgesses, of Virginia" (Williamsburg, 1734). Randolph discusses the importance of respectful debate and the acceptance of the decision of the majority in the House of Burgesses. Suggested excerpt: the second half of the speech.
- **Edward Rawson:** Massachusetts General Court, "At a General Court, held at Boston the 3d of May 1676." The general court functioned as a governing body for the Massachusetts Bay Colony. In this document, the secretary of the General Court, Edward Rawson, announces the levying of a tax to defray the cost of Metacom's War.

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TOPIC 2.3
The Regions of British Colonies

OPTIONAL ACTIVITY

Create Representations

Students create an annotated map of the the British colonies in North America. Then read the Circumstantial Geographical Description of the Lately Discovered Province of Pennsylvania to build their understanding of the demographic diversity of the colonies.

Duration: ~40 mins
Sequence: Anytime

SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

1. To prepare for this activity, ask students to read the section in their textbook about the regions of British colonization. Then, in class provide all students with a blank physical map of the 13 colonies and organize them into pairs to complete this activity.
2. Guide students to use their maps to complete two tasks: color-code the following geographical regions and labeling each region with one distinguishing group of settlers:
   a. Chesapeake (e.g. indentured servants)
   b. New England (e.g. Puritans)
   c. Middle colonies (e.g. Quakers)
   d. Southern Atlantic Coast and the British West Indies (e.g. enslaved Africans)
3. Ask students to describe one economic characteristic that impacted the development and expansion of each region using the notes taken from reading their textbook. Allow them to reference their textbook and/or the internet in class if they are missing information about any of the regions.
4. Ask them to read the source Circumstantial Geographical Description of the Lately Discovered Province of Pennsylvania and identify and describe a claim and/or argument in the source. For example, ask students to think about what this source says about religious diversity in Pennsylvania. Guide them to return to the map and identify its location using a different color and label the area.

To conclude, ask at least one pair of students to share for each region so their classmates can add more notes to their map. During this share-out emphasize the diversity of the middle colonies as compared to the homogeneity of New England and the demographics of the other regions. This representation in a visual form can serve as a quick way to review.

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TOPIC 2.4
Transatlantic Trade

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology WXT

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 2: Learning Objective D

Explain causes and effects of transatlantic trade over time.

HISTORICAL DEVELOPMENTS

KC-2.1.III.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.

KC-2.1.III.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.

KC-2.2.I.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.

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

AVAILABLE RESOURCE

- Classroom Resources > **Essay from the American Organization of Historians and AP ("America, the Atlantic, and Global Consumer Demand, 1500–1800")**

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TOPIC 2.4
Transatlantic Trade

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-2.1.III.B

Cultural changes in Indigenous communities:

- **Horses in the Great Plains:** Long Soldier (Hunkpapa Lakota), "Winter Count on cloth," ca. 1902, Smithsonian National Museum of the American Indian. While this image represents the period from c. 1798 to 1902, it is an example of the growing importance of horses among Indigenous communities in the Plains after their introduction in the 17th century. The image, a winter count, illustrates history by depicting an important event for each year.
- **Introduction of firearms:** *David Thompson's Narrative of his Explorations in Western America, 1784–1812,* ed. J. B. Tyrrell (Toronto: Champlain Society, 1916), pp. 326–32. An Indigenous oral history of the arrival of guns in the northern Plains and Rocky Mountain West, as told by Saukamappee, a Cree who lived among the Piegans of the Blackfeet confederacy.

KC-2.2.I.C

British conflicts with colonists and Indigenous people:

- **Bacon's Rebellion:** "The Declaration of the People, against Sr: Wm: Berkeley, and Present Governors of Virginia" (1676). Nathaniel Bacon, angered by Virginia governor William Berkeley's monopoly on trade with, and his attitudes toward, Indigenous communities launched a rebellion that eventually drove Berkeley from Williamsburg in 1676. This document lists the grievances held against Berkeley by Bacon and his followers.
- **Boston Revolt of 1689:** "The Boston Declaration of Grievances," (1689). After word reached Massachusetts that Parliament had driven the Catholic King James II from the throne, a coalition of Bostonians overthrew Edmund Andros, the man hand-picked by James II in 1685 to govern the Dominion of New England. This document lists their grievances against Andros. Suggested excerpt: sections I-IV.

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OPTIONAL ACTIVITY

Making Connections

Students read "The Boston Declaration of Grievances" (1689) and identify relevant connections between this source and British imperial policies before and after the publication of the document. This activity will use the Navigation Acts and salutary neglect as examples of British policy.

Duration: ~30 mins
Sequence: Anytime

1. As preparation for this activity, ask students to read and take notes on their textbook's coverage of transatlantic trade. Also, instruct them to define the terms Navigation Acts and salutary neglect.
2. In class, ask pairs of students to review their homework together and identify a relevant connection between the terms and the source. Provide the following questions to help students get started:
   - How does this source demonstrate a British imperial policy? (i.e. The Dominion of New England)
   - Why would the British take this action?
   - What is the main connection you can make between the source and the Navigation Acts?
   - What is the main connection you can make between the source and the policy of salutary neglect?
   - What evidence can you provide from your homework assignment to support either connection?
   - What makes these connections relevant?

Making relevant connections to the policy of salutary neglect will likely be more challenging for students, so close this activity with a debrief that emphasizes how British imperial policies impacted transatlantic trade over time and attempted to control the colonial economies. Conclude by sharing with students how mercantilism was used to justify British imperial policies and how some colonists responded by smuggling goods and becoming resentful.

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

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SUGGESTED SKILL

Sourcing and Situation

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

TOPIC 2.5
Interactions Between American Indians and Europeans

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 2: Learning Objective E

Explain how and why interactions between various European nations and American Indians changed over time.

HISTORICAL DEVELOPMENTS

KC-2.1.III.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.

KC-2.1.III.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.

KC-2.1.III.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-2.1.III.C

Accommodation:

- **Opechancanough:** John Smith, *A True Relation by Captain John Smith* (1608), pp. 45–46. Smith describes his early interactions with the Powhatan leader Opechancanough ("the King of Paspahegh"). In Smith's retelling, Opechancanough shows interest in English technology and attempts to make Smith an ally of the Powhatan. Suggested excerpt: begin on page 45 with "Much they treatned to assault our forte..." and continue to the end of page 46.

Conflict:

- **Opechancanough:** Edward Waterhouse, "A Declaration of the State of the Colony and Affaires in Virginia" (1622) pp. 13–24. This document contains the Virginia Company's official report of the attack by the Powhatan Confederacy on the colony's settlements in 1622.
- **Queen Anne's War:** "South Carolina Via New York," *Boston News-Letter*, April 24 to May 1, 1704 in *An Historical Digest of the Provincial Press*, ed. Lyman Horace Weeks and Edwin Munroe Bacon, (Boston: The Society of Americana, 1907), vol. 1, p. 49. South Carolina Colonel James Moore describes some of his raids to enslave Indigenous people in Florida missions during Queen Anne's War. Suggested excerpt: first paragraph.
- **Walking Purchase:** "Deed of Nutimus, Teeshakommen, et. al....to John Thomas and Richard Penn" (Pennsylvania, August 25, 1737), Pennsylvania Archives, First Series, Vol. 1, pp. 541–543. To raise revenue from the sale of Indigenous land, Pennsylvania officials orchestrated a land deal with the Delaware based on a 1686 agreement to sell the amount of land that a man could walk in a day and a half. This deed is the result of the walking purchase.

Alliances:

- **Covenant Chain:** "The Second answer of the five nations of Indians...14th Septr. 1722," in *Documents Relative to the Colonial History of the State of New York*, vol. 5, ed. E. B. O'Callaghan (1855), pp. 667–669. Representatives of the Haudenosaunee (Iroquois) Confederacy speak to British colonial governors during a conference to renew the alliance known as the Covenant Chain.

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- **Spanish-Ute Alliance:** Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West* (Cambridge: Harvard University Press, 2008), Chapter 1, "Spanish-Ute Relations to 1750." Blackhawk's book is a history of Spanish-Ute relations, which moved toward détente and alliance in the 1740s and 1750s after the fracturing of a Ute-Comanche alliance. Suggested excerpt: the final section of Chapter 1 on pages 51–54.

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OPTIONAL ACTIVITY

Discussion Groups

If you selected Opechancanough as an example of the accommodation and conflict noted in KC-2.1.III.C, use this activity to help students understand how the historical situation in which a text is written can influence the author.

Duration: ~30 mins
Sequence: Anytime

1. Before beginning this activity, ask students to read the section in their textbook about Jamestown.
2. Organize students into groups and give each the excerpts from John Smith and Edward Waterhouse described for this topic. Do not include the date or author of the passages with the excerpt.
3. Ask students to read the excerpts silently and then, use what they learned in their textbooks, to predict as a group which excerpt was written first.

Reveal the date of each excerpt and lead a class discussion about how changes in the historical situation impacted the authors' opinion of Opechancanough and the Powhatan's approach to the colonists.

TOPIC 2.5
Interactions Between American Indians and Europeans

SUGGESTED SKILL

Sourcing and Citation

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

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SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

AVAILABLE RESOURCE

- Classroom Resources > Essay from the American Organization of Historians and AP ("The Origins of American Slavery")

TOPIC 2.6
Slavery in the British Colonies

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology WXT

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 2: Learning Objective F

Explain the causes and effects of slavery in the various British colonial regions.

HISTORICAL DEVELOPMENTS

KC-2.2.II.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.

KC-2.2.II.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.

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THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 2: Learning Objective G

Explain how enslaved people responded to slavery.

HISTORICAL DEVELOPMENTS

KC-2.2.II.C

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

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TOPIC 2.6
Slavery in the British Colonies

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-2.2.II.B

New laws:

- **Maryland Anti-Amalgamation Law of 1664:** "An Act Concerning Negroes and other Slaves [1664]," in Archives of Maryland, vol. 1 (1883), pp. 533–534. Among the first North American laws to describe enslavement as a permanent condition.
- **New York Slave Code of 1702:** "An Act for Regulating Slaves [1702]," in *Acts of Assembly, Passed in the Province of New-York, from 1691 to 1718* (London, 1719), pp. 58–59. This two-page law legalizes the physical punishment of enslaved people by European New Yorkers, limits the ability of enslaved people to gather in groups and testify in court and details punishments for White people who harbor fugitives.
- **Virginia anti-intermarriage law of 1691:** "An act for suppressing outlying slaves [1691]," in *Encyclopedia Virginia*. The full text of 1691 empowers local authorities to imprison runaways and illegalizes interracial sexual relations and marriage.

KC-2.2.II.C

Resisting enslavement:

- **First Maroon War:** Vincent Brown, *Tacky's Revolt: The Story of an Atlantic Slave War* (Cambridge: Belknap Press, 2020), pp. 108–17. Brown provides an overview of the First Maroon War between British troops and maroons (Africans who escaped from slavery in Jamaica). The account details earlier rebellions by enslaved people that grew into ongoing conflict during the 1730s until the British recognized the maroons' victory and freedom by treaty in 1739.
- **Fort Mose:** Thomas Jefferys, *Plan of the town and habour of St. Augustine*, 1762. During the colonial period, enslaved people resisted enslavement by escaping to the Spanish colony in Florida where they found freedom and were welcomed, in part, to strengthen the defenses of St. Augustine. In 1738, the Spanish governor established Mose, a fortified town two miles north of St. Augustine, as a home for these Black residents.
- **New York Conspiracy of 1741:** Daniel Horsmanden, *The New York Conspiracy, or A History of the Negro Plot, with the Journal of the Proceedings Against the Conspirators at New-York in the Years 1741–2*, (New York: Southwick & Pelsue, 1810), pp. 31–32. Horsmanden, the judge who tried the people accused of the New York Conspiracy of 1741, wrote this account of the events. Suggested excerpt: the entry for Saturday, April 11.

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- **Stono Rebellion:** George Cato, "A Family Account of the Stono Uprising, ca. 1937," as told to a White interviewer in the "Slave Narratives" of the WPA Federal Writers' Project, found in "Unpublished interviews with former slaves in South Carolina," [1936–1937] by Federal Writers' Project (S.C.). George Cato, the then-50 year-old great-great-grandson of Cato, the enslaved man who led the Stono Rebellion, is obviously removed in time from the event. So this narrative relates enslaved peoples' account of the event as it was passed down for nearly two centuries in the Cato family through an oral history corroborated by other sources.

Maintaining culture:

- **Gullah:** John Rose, *The Old Plantation*, watercolor, c. 1785–90, Williamsburg, Virginia, Collections of Abby Aldrich Rockefeller Folk Art Museum. This unsigned, undated painting by a Beaufort, South Carolina enslaver and rice plantation owner (likely the setting shown) shows a romanticized scene of enslaved men and women in what would have been a rare moment of relaxation from their rice cultivation labors, dancing and playing music instead. Of particular note in this painting are the retention and creolization of West African musical practices, notably in the form of the instruments: the stick, the drum, the banjo (perhaps made of a gourd) and—what appear to be scarves—the sheguras, Sierra Leone style rattles made of a gourd enclosed in a net.
- **Naming patterns:** Keith E. Baird and Mary A. Twining, "Naming practices on the Sea Island," in *Sea Island roots: African Presence in the Carolinas and Georgia*, ed. Keith E. Baird, John Henrik Clarke, and Mary A. Twining (Trenton: Africa World Press, 1992), pp. 37–42. Baird discusses continuity of West African names and naming practices among Gullah people.
- **Sweetgrass baskets:** Lynette Youson, *Gullah Fanner Basket*, 2002, sweetgrass, bulrush, pine needles, and palmetto fronds, Smithsonian American Art Museum, Gift of Martha G. Ware and Steven R. Cole, 2011.47.76. This "fanner basket," a type of basket used to separate rice grains from husks, is made in the traditional coiled style of West African basketweavers. Sweetgrass baskets demonstrate how West Africans maintained their traditional basketmaking and rice cultivation techniques.

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TOPIC 2.6
Slavery in the British Colonies

OPTIONAL ACTIVITY
Making Connections

This activity is designed to develop students' skills in making historical connections.

Duration: ~15 mins
Sequence: Anytime

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

1. Choose one of the primary sources from Maryland, New York, or Virginia that delineate the legal systems used to enforce enslavement in the British North American colonies and guide the entire class through annotations of the source title and content.
2. Divide students into groups and ask each to share a piece of historical evidence from the selected document that demonstrates how the environment of the region referenced in the source influenced the development of enslavement.
3. Assign students the individual task of writing one or two sentences that connect enslavement in the region they described in step 2 with one element of mercantilism.

End the activity with a debrief that emphasizes how the relationship between enslavement, the British North American colonial environment, and mercantilism provide defensible evidence to make a historical connection.

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TOPIC 2.7
Colonial Society and Culture

SUGGESTED SKILL

Developments and Processes

1.A

Identify a historical concept, development, or process.

AVAILABLE RESOURCE

- Professional Development > Teaching and Assessing Module—Period 2: 1607–1754, Focus on Research "Social Groups"

Required Course Content

THEMATIC FOCUS

American and Regional Culture ARC

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 2: Learning Objective H

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.

HISTORICAL DEVELOPMENTS

KC-2.2.I.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.

KC-2.2.I.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 transatlantic print culture, and the spread of Protestant evangelicalism.

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THEMATIC FOCUS

American and National Identity NAT

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 2: Learning Objective I

Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

HISTORICAL DEVELOPMENTS

KC-2.1.III.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.

KC-2.2.I.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.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-2.2.I.A

Pluralism:

- **Concessions and Agreements of West New Jersey:** "Concessions and Agreements of West New Jersey" (1676). Chapter 16 mandates religious freedom for all inhabitants of the colony. Signed by over 150 men (mostly Quakers, including William Penn) it lays out one of the most important of the civil liberties guaranteed by this colonial document.
- **Maryland Toleration Act of 1649:** "An Act Concerning Religion" (1649), also known as the "Maryland Toleration Act of 1649." The document promises religious freedom to all Christians (except for anti-Trinitarians). It was the first public act to use the phrase "free exercise" of religion later included in the First Amendment of the U.S. Bill of Rights. Suggested excerpt: the sixth paragraph.
- **Roger Williams:** Roger Williams, "A Plea for Religious Liberty," 1644. Williams wrote this work in the years after he founded Rhode Island. Suggested excerpt: the first paragraph to the paragraph that begins "but withal I desire it may be…"

KC-2.2.I.B

Transatlantic print culture:

- ***Boston News-Letter:*** *Boston News-Letter*, no. 1 (April 17 to April 24, 1704). The first edition of the *Boston News-Letter*, colonial America's first newspaper to survive past its first issue. The newspaper was founded by Boston postmaster John Campbell. Its printed masthead copies London newspaper tradition.

Spread of Protestant evangelicalism:

- **Jonathan Edwards:** Jonathan Edwards, "Sinners in the Hands of an Angry God," (sermon, Enfield, July 8th, 1741). Edwards first preached this sermon, associated with the first Great Awakening, in Massachusetts and then in Connecticut in 1741. Suggested excerpt: section 5 beginning with "The Devil stands ready to fall upon them…".
- **Hannah Heaton:** Hannah Heaton, *The World of Hannah Heaton: The Diary of an Eighteenth-Century New England Farm Woman*, ed. Barbara E. Lacey (DeKalb, IL: Northern Illinois University Press, 2003). Heaton's diary provides insight into the experiences of a colonial American woman embracing the evangelical religion of the first Great Awakening. Heaton discusses the experience of hearing George Whitefield preach in 1741. Suggested excerpt: pages 3–4 of the diary (located on pages 6–7 of the 2003 edition).

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- **George Whitefield:** George Whitefield's oak field pulpit, ca. 1742–1770, maker unknown, American Tract Society, Garland, Texas. Whitefield used this moveable pulpit, to preach an estimated two thousand times to crowds in America and Britain. Whitefield needed a portable outdoor pulpit like this one because he drew too big a crowd to fit indoors or because churches banned him from preaching inside.

KC-2.1.III.D KC-2.2.I.D

Dissatisfaction and resistance:

- **Impressment:** William Shirley, letter to the Lords of Trade, December 1, 1747. In this letter, Massachusetts Governor William Shirley describes what has become known as the Knowles Riot, a disturbance over the naval impressment (forced service) of sailors in Boston at the direction of British Admiral Charles Knowles in November 1747. Suggested excerpt: the fifth and sixth paragraphs.
- **Pennsylvania Charter of Privileges:** "Charter of Privileges Granted by William Penn, esq. to the Inhabitants of Pennsylvania and Territories," October 28, 1701. The first two "privileges" (listed under "FIRST"), detailing religious freedom and representative government, provide an example of the local experiences of self-government and greater religious independence associated with colonial resistance.
- **John Peter Zenger:** [James Alexander], *A Brief Narrative of the Case and Tryal of John Peter Zenger, Printer of the New-York Weekly Journal* (1736). This document details the 1735 trial of John Peter Zenger, which advanced freedom of the press. At the trial, Zenger's attorney, Andrew Hamilton, argued that publishing the truth, cannot be considered libel or sedition. Suggested excerpt: the last two pages (29–30).

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OPTIONAL ACTIVITY

Quick Write

If you selected Hannah Heaton as an example of Protestant evangelicalism in KC-2.2.I.B, use this activity to open your lesson on the first Great Awakening.

Duration: ~10 mins
Sequence: Start of lesson

1. Ask students to read the excerpt from *The World of Hannah Heaton* described above.
2. Ask students to write a 20-word description of the first Great Awakening based only on what they learned in the document.
3. Next, ask them to identify one change and one continuity demonstrated by the document.
4. Select a few students and ask them to share their thoughts.

To conclude, emphasize to students that, like professional historians, they will regularly use primary source documents to learn about historical concepts, developments, and processes.

SUGGESTED SKILL

Developments and Processes

1.A

Identify a historical concept, development, or process.

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SUGGESTED SKILL

Argumentation

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.

AVAILABLE RESOURCE

- External Resource > Gilder Lehrman Institute's AP U.S. History Study Guide

TOPIC 2.8
Comparison in Period 2

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 2: Learning Objective J

Compare the effects of the development of colonial society in the various regions of North America.

REVIEW: UNIT 2 KEY CONCEPTS

KC-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. They competed with each other and American Indians for resources.

KC-2.1.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.

KC-2.1.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.

KC-2.1.III

Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

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LEARNING OBJECTIVE

Unit 2: Learning Objective J

Compare the effects of the development of colonial society in the various regions of North America.

REVIEW: UNIT 2 KEY CONCEPTS

KC-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.

KC-2.2.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.

KC-2.2.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.

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TOPIC 2.8
Comparison in Period 2

OPTIONAL ACTIVITY

Introducing Historical Argumentation

The purpose of this activity is to advance students' conceptual understanding of historical argumentation. Because this is an introduction, concentrate on guiding students through the basic aspects of writing a defensible argument and identifying relevant evidence to buttress the stated argument.

Duration: ~20 mins
Sequence: End of lesson

SUGGESTED SKILL

Argumentation

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.

1. Select two European empires taught in Period 2.
2. Provide students with the following categories of analysis: Indigenous relations, colonial geography and environment, and imperial economic goals.
3. Ask students to select one of the categories and write a sentence making a historical argument that compares the selected European empires.
4. Form students into groups based on the category of analysis they selected.
5. Ask students to share their examples and brainstorm at least three pieces of historical evidence that support the ideas expressed in their argument.

Debrief the activity with a discussion of the importance of selecting relevant evidence to support an argument. Encourage students to make arguments based on categories of analysis and evidence they know well.

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AP U.S. HISTORY

UNIT 3

Period 3: 1754–1800

10–17%
AP EXAM WEIGHTING

~17
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 3

Multiple-choice: ~30 questions
Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

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Period 3: 1754–1800

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~17 CLASS PERIODS
	3.1 Contextualizing Period 3	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
WOR	**3.2 The Seven Years' War (The French and Indian War)**	Causation	1.B Explain a historical concept, development, or process.	
WOR	**3.3 Taxation Without Representation**	Causation	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
NAT	**3.4 Philosophical Foundations of the American Revolution**	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
WOR	**3.5 The American Revolution**	Causation	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.	
SOC, WOR	**3.6 The Influence of Revolutionary Ideals**	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~17 CLASS PERIODS
PCE	**3.7 The Articles of Confederation**	Causation	3.B Identify the evidence used in a source to support an argument.	
	3.8 The Constitutional Convention and Debates over Ratification	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
	3.9 The Constitution	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
WOR, PCE	**3.10 Shaping a New Republic**	Causation	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
ARC	**3.11 Developing an American Identity**	Continuity and Change	1.B Explain a historical concept, development, or process.	
MIG, SOC	**3.12 Movement in the Early Republic**	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
	3.13 Continuity and Change in Period 3	Continuity and Change	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.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 3. Review the results in class to identify and address any student misunderstandings.

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TOPIC 3.1
Contextualizing Period 3

SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

AVAILABLE RESOURCE

- Classroom Resources > Why Tea? The Global Story of the American Revolution

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 3: Learning Objective A

Explain the context in which America gained independence and developed a sense of national identity.

PREVIEW: UNIT 3 KEY CONCEPTS

KC-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.

KC-3.1.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.

KC-3.1.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.

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LEARNING OBJECTIVE

Unit 3: Learning Objective A

Explain the context in which America gained independence and developed a sense of national identity.

PREVIEW: UNIT 3 KEY CONCEPTS

KC-3.2

The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

KC-3.2.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.

KC-3.2.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.

KC-3.2.III.i

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.

KC-3.3

Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

KC-3.3.I

In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.

KC-3.3.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.

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OPTIONAL ACTIVITY

Going Deeper in Historical Context

The purpose of this activity is to help students develop a deeper understanding of contextualization. As students prepare to cover the historical developments of Period 3, emphasize the historical context in which the U.S. gained independence and developed a national identity.

Duration: ~15 mins
Sequence: Start of lesson

1. Show students the "Unit at a Glance" for Period 3 in this Course and Exam Description. Note that the two main historical developments that will be covered in this unit are the American Revolution and the creation of the U.S. Constitution.
2. As a class, identify and then describe how these two historical developments may have been influenced by events unfolding in Europe and around the world during the 18th century.
3. Show students the "Unit at a Glance" for AP European History's Unit 4 and the Unit at a Glance for AP World History's Unit 5. PDFs of the Course and Exam Descriptions can be downloaded through AP Central. Highlight that the "Enlightenment" is a key topic in all three courses.
4. Ask students to pair up and define the Enlightenment in a couple of sentences.

Conclude the activity with a class debrief on how the Enlightenment may have influenced the American Revolution and the writing of the U.S. Constitution. Reassure students that it is fine if they did not know this information since the goal of the activity is to preview topics that will be covered deeper later in the unit.

TOPIC 3.1
Contextualizing Period 3

SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

TOPIC 3.2
The Seven Years' War (The French and Indian War)

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 3: Learning Objective B

Explain the causes and effects of the Seven Years' War (the French and Indian War).

HISTORICAL DEVELOPMENTS

KC-3.1.I.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.

KC-3.1.I.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.

KC-3.1.I.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-3.1.I.A

British colonies' expansion into North America:

- **Jumonville Glen Skirmish:** Joseph F. Stoltz, "Jumonville Glen Skirmish," in *The Digital Encyclopedia of George Washington*, mountvernon.org. This article examines the ambush of French forces by Haudenosaunee (Iroquois) fighters and Anglo-American militia (under the command of George Washington) that began the Seven Years' War.
- **Ohio Company:** "Instructions given Mr. Christopher Gist by the Comittee [sic] of the Ohio Company the 11th day of September 1750," in *George Mercer Papers Relating to the Ohio Company of Virginia*, ed. Lois Mulkearn (1954), pp. 7–8 (jump to image 50 of digital edition). Having been granted 200,000 acres by the British crown, investors in the Ohio Company instructed their agent, Christopher Gist, to explore and survey land to the west of the Appalachian Mountains inhabited by Indigenous communities and claimed by France.

3.1.I.B

Expense and efforts to raise revenue:

- **Joseph Galloway:** Joseph Galloway, "AMERICANUS," letter to *The New-York Gazette*, August 15, 1765, in the *Pennsylvania Journal*, August 29, 1765. In this article, Galloway, a member of the Pennsylvania colonial assembly, defends Britain's right to tax the colonies.

KC-3.1.I.C

Colonial opposition:

- **George Washington:** Jennifer Monroe McCutchen, "Proclamation Line of 1763," *The Digital Encyclopedia of George Washington*. McCutchen discusses the impact of the Proclamation Line of 1763 on George Washington and his response.

Indigenous groups resisting encroachment:

- **Pontiac:** Pontiac, "Speech at Detroit" (speech, Detroit, 1763). In this speech, Pontiac discusses the relationship between Indigenous communities and European colonists. Suggested excerpt: from the section that begins "This land, where you live…" to the line "There let them remain."

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TOPIC 3.2
The Seven Years' War (The French and Indian War)

OPTIONAL ACTIVITY
Explaining Historical Events Through Maps

The purpose of this activity is to have students use an image to explain a historical concept.

Duration: ~20 mins
Sequence: End of lesson

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

1. Provide students with the article by Joseph Stoltz, "Jumonville Glen Skirmish" and use this to highlight how French, British, and many Indigenous nations laid claim to the same territory and how that was a factor that led to war.
2. Display a picture of maps depicting European colonial possessions in 1754 and 1763.
3. Ask students to identify and explain a historical development not depicted on the map. For example, many maps fail to show the impact of the Seven Years' War on Indigenous lands or how some Indigenous populations successfully resisted attempts by Europeans to control areas in North America. Consider posing a question to students such as: Why might the changes depicted in the maps represent an incomplete picture of the land implications of the Seven Years' War?
4. Debrief by highlighting one of the following Indigenous peoples' reactions to the end of the Seven Years War: Shawnee, Delaware, Seneca, Ojibwa, or Ottawa. Most books will highlight Pontiac's Rebellion as an example of Indigenous resistance, which will work well for students to use. In the debrief, emphasize that resistance did not always lead to control; instead, it often ended in continued negotiation over space.
5. End the activity by asking students to write one or two sentences that explain Indigenous resistance at the end of the Seven Years' War.

As you debrief this activity, remind students that historians often have to recognize both what is visible in documents as well as that which is historically identifiable, but not explicitly included in a source like a map. Indigenous resistance is a good example of this concept.

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TOPIC 3.3
Taxation Without Representation

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 3: Learning Objective C

Explain how British colonial policies regarding North America led to the Revolutionary War.

HISTORICAL DEVELOPMENTS

KC-3.1.II.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.

KC-3.1.II.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.

KC-3.1.II.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.

KC-3.1.II.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.

SUGGESTED SKILL

Sourcing and Situation

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

AVAILABLE RESOURCE

- Professional Development > **Teaching and Assessing Module—Period 3: 1754–1800, Focus on Research "Why the Revolution Started"**

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TOPIC 3.3
Taxation Without Representation

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-3.1.II.A

New taxes:

- **Stamp Act:** Benjamin Wilson, "The Repeal, or the Funeral Procession of Miss Americ-Stamp," 1766. This cartoon shows the impact of American protests against the Stamp Act.
- **Townshend Acts:** Paul Revere, "A View of Part of the Town of Boston in New England and Brittish Ships of War Landing Their Troops!," 1770. Revere illustrates the arrival of British troops in Boston in response to protests following the passage of the Townshend Acts in 1767.

British assertion of authority:

- **Coercive Acts:** "Declaration and Resolves of the First Continental Congress," October 14, 1774. The First Continental Congress met in response to the Coercive Acts. Suggested excerpt: the declarations at the beginning of the document and the first ten resolves.
- **Declaratory Act:** Great Britain: Parliament, "The Declaratory Act," March 18, 1766. This is the original act passed by Parliament. Suggested excerpt: the middle section ending with the line "...in all cases whatsoever."

Colonies unite against British constraints:

- **Stamp Act Congress:** "Declaration of Rights and Grievances" (October 19, 1765). In response to the Stamp Act, representatives from several colonies drafted this document in protest.
- **Committees of Correspondence:** "The Minutes from a Meeting of the Committees of Correspondence in Massachusetts Regarding British Occupation," February 25, 1775. The committees of seven towns in Massachusetts, including Boston, met to develop a plan to stop their fellow colonists from providing supplies to the British Army. Suggested excerpt: the introductory paragraph on the first page.

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KC-3.1.II.B

Calls for resistance:

- **John Adams:** John Adams, "A Dissertation on the Canon and Feudal Law," *Boston Gazette*, October 21, 1765. Adams wrote this essay in opposition to the Stamp Act. Suggested excerpt: the final paragraph.
- **John Dickinson:** John Dickinson, "Letters from a Farmer in Pennsylvania, Letter II," December 10, 1767. Letter II is one of a series written by Dickinson for the general public to express opposition to the Townshend Acts. Suggested excerpt: the first four paragraphs.
- **John Hancock:** John Hancock, "Boston Massacre Oration," (speech, Boston, March 5, 1774). Delivered on the anniversary of the Boston Massacre, the oration reflects growing anti-British sentiments. Suggested excerpt: the first half of the fourth paragraph.
- **Patrick Henry:** Patrick Henry, "Give Me Liberty or Give Me Death," (speech, Second Virginia Convention, Richmond, VA, March 23, 1775). Henry delivered this speech at the Second Virginia Convention to an audience that included many of the most prominent figures of the period. Suggested excerpt: the final two paragraphs.
- **Mercy Otis Warren:** Mercy Otis Warren, letter to Hannah Winthrop, June 3, 1775. Warren, highlights growing frustration with British rule, and some colonists' increasingly strong reaction to it.

KC-3.1.II.C

Political activism for American independence:

- **Abigail Adams:** Abigail Adams, letter (draft) to Mercy Otis Warren, [February 3] 1775, Adams Family Papers, Massachusetts Historical Society. The letter relates Adams' political activism and ire at the British; Suggested excerpt: the first two pages.
- **Crispus Attucks:** "A Short Narrative of the Horrid Massacre in Boston, Perpetrated in the Evening of the Fifth Day of March, 1770. By Soldiers of the XXIXth Regiment; . . .," Printed by Order of the Town of BOSTON (1770). The narrative, which included depositions from 96 eye-witnesses, was sent to England to plead the Patriot point of view of what became known as the "Boston Massacre." Suggested excerpt: page 11.
- **Daughters of Liberty:** "March. 30. It was early conceived by the most sagacious and knowing Nations . . .," *The Essex Gazette*, May 23–30, 1769, Volume 1, Number 44. This front-page article describes the patriotic activities of the Daughters of Liberty in Rhode Island and New York.
- **Edenton Tea Party:** Robert Sayer, John Bennett, and Philip Dawe, "A society of patriotic ladies, at Edenton in North Carolina," 1775. This satirical print depicts the 51 women from Edenton, North Carolina, who pledged to boycott British goods (especially tea) in support of the resolutions of the Continental Congress.
- **Green Mountain Boys:** Ethan Allen, *Ethan Allen's Narrative of the Capture of Ticonderoga and of his Captivity and Treatment by the British* (Burlington: C. Goodrich & S.B. Nichols, 1849), pp. 7–9. Ethan Allen was the leader of Vermont's Green Mountain Boys when they achieved an early victory for the Patriots by capturing Fort Ticonderoga from the British in 1775. Suggested excerpt: the first two and a half pages.

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- **Sons of Liberty:** Paul Revere, *Sons of Liberty Punch Bowl*, 1768, Museum of Fine Arts Boston. Commissioned from Revere by his fellow members of the Sons of Liberty organization whose names are engraved on the bowl, the Liberty Bowl honored the "Glorious Ninety-Two" members of the Massachusetts House of Representatives who refused to rescind a letter sent around the colonies protesting the Townshend Acts.

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OPTIONAL ACTIVITY

Discussion Groups

The purpose of this activity is to help students develop a deeper understanding of sourcing and allow them to practice unpacking and interpreting visual sources.

Duration: ~30 mins
Sequence: Anytime

1. Select one of the suggested visual sources under "new taxes" and provide students with a copy of the image and background information.
2. Divide the class into groups of 4 and ask each group to analyze the source together for content and to extract the main idea of the image. Provide the following questions to help students get started:
   - What do you see in the image?
   - Do you recognize any symbols?
   - What is the connection between this tax and the American Revolution?
3. Assign each group member one of these four sourcing approaches:
   - Point of view: What aspects of the creator's background could have influenced what they created in the visual source?
   - Purpose: What is the objective or goal of the creator? What verb captures their motive?
   - Historical Situation: What was happening at the time and/or in the place where the visual source was created? Is it immediate and related to its creation as opposed to broader in scope?
   - Audience: Who is the intended recipient? How would this affect the reliability of the visual source?
4. Afterward, each group should have a brief discussion where students describe and then explain why their assigned sourcing approach would or wouldn't be the best fit to analyze this source. Ask them to reach a consensus as to which of the four sourcing approaches would be the best option for determining the historical significance of the visual source. Conduct a class discussion where each group shares their findings.

Conclude with a class discussion on the limitations encountered in each of the approaches to sourcing the selected visual. Have students identify specific limitations they encountered (i.e. what information wasn't available for the visual source, etc.) and explain why particular sourcing approaches can be more or less valuable for developing historical understanding.

SUGGESTED SKILL

Sourcing and Situation

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

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SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

AVAILABLE RESOURCE

- Classroom Resources > Essay from the American Organization of Historians and AP ("The Declaration of Independence in World Context")

TOPIC 3.4
Philosophical Foundations of the American Revolution

Required Course Content

THEMATIC FOCUS

American and National Identity NAT

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 3: Learning Objective D

Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.

HISTORICAL DEVELOPMENTS

KC-3.2.I.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.

KC-3.2.I.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-3.2.I.A

Religion strengthened Americans' view of liberty:

- **Sarah Osborn:** Sarah Osborn, *Memoirs of the Life of Mrs. Sarah Osborn, Who Died in Newport, (Rhode-Island), on the Second Day of August, 1796 in the Eighty-third Year of her Age*, ed. Samuel Hopkins (Catskill: N. Elliot, 1814), pp. 310–312. Osborn's diary entry for April 1, 1767 provides a sample of a typical entry, and mentions her hopes and fears for colonial Rhode Islanders' souls in particular.
- **Phillis Wheatley:** Phillis Wheatley, "On the Death of Reverend Mr George Whitefield, —1770" in *Poems on Various Subjects, Religious and Moral* (London: A. Bell, 1773), pp. 22–24. Wheatley's book of poems was printed in London rather than in Boston where she was enslaved, in large part because of her race and condition of enslavement. "On the Death of Reverend Mr. George Whitefield" highlights Wheatley's embrace of the Christian religion.

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TOPIC 3.4
Philosophical Foundations of the American Revolution

OPTIONAL ACTIVITY
Close Reading

This activity is built around using Phillis Wheatley's, "On the Death of the Reverend Mr. George Whitefield, —1770," as an example of the philosophical foundations of the American Revolution. The purpose of this activity is to help students understand how an author's background can impact their point of view.

Duration: ~20 mins
Sequence: Anytime

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

1. Provide some background information on Phillis Wheatley and a copy of the source.
2. Ask students to analyze the source specifically for point of view. Guide them to consider how the author's background might have influenced what she wrote in this poem.
3. Ask students to explain which parts of Wheatley's background are most relevant to what is said in the source.

Conclude with a class discussion that reinforces how someone's point of view might be simultaneously influenced by multiple contexts in which they lived. The key is being able to explain why particular parts of an author's background are relevant, and therefore valuable, when developing historical understanding.

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TOPIC 3.5
The American Revolution

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 3: Learning Objective E

Explain how various factors contributed to the American victory in the Revolution.

HISTORICAL DEVELOPMENTS

KC-3.1.II.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.

SUGGESTED SKILL

Argumentation

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.

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TOPIC 3.5
The American Revolution

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-3.1.II.E

Loyalist opposition:

- **Christian Barnes:** Christian Barnes, Letter to Elizabeth Inman, April 29, 1775. Barnes, a Loyalist, whose husband Henry Barnes had left their Massachusetts home under Patriot threats, writes to a fellow Loyalist of an attack on her home by an armed supporter of the Patriots.
- **Dunmore's Proclamation of 1775:** John Murray, Earl of Dunmore, Lord Dunmore's Proclamation, *Pennsylvania Journal and Weekly Advertiser*, December 6, 1775. In November 1775, Dunmore issued his Proclamation offering freedom to enslaved people who left their rebel enslavers to fight for the King's troops, Nearly a month after Dunmore issued his proclamation, William Bradford's Philadelphia newspaper printed its text in full, describing how it disturbed American Patriots.

Success of the Patriot cause:

- **Battle of Trenton:** George Washington, letter to John Hancock, December 27, 1776. In this letter, Washington shares with Congress his successful surprise attack on the Hessian soldiers at Trenton by crossing the Delaware River in the early morning of December 26. Suggested excerpts: the first, second, third and second-to-last paragraphs.
- **Battle of Yorktown:** Johann Conrad Döhla, diary entry, October 19, 1781. In this source, Johann Conrad Döhla, a Hessian soldier, gives an eyewitness account of the Battle of Yorktown from the British perspective.
- **Marquis de Lafayette:** Marquis de Lafayette, letter to George Washington, September 8, 1781. Lafayette addresses the actions of the Continental Army, Washington's leadership, and the role of the French in this letter sent shortly before the battle at Yorktown.

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OPTIONAL ACTIVITY

Match Claims with Evidence

Students practice using specific and relevant evidence to support a historical argument.

Duration: ~20 mins
Sequence: End of lesson

1. Display the following thesis statement: Despite considerable Loyalist opposition, the Patriot cause succeeded because of George Washington's military leadership and the colonists' commitment. Ask students to identify and underline the three claims made in this thesis (considerable Loyalist opposition, Washington's military leadership, and colonists' commitment).
2. Use the descriptions provided with the optional sources to give students some basic background information on Christian Barnes' letter to Elizabeth Inman and George Washington's letter to John Hancock.
3. Ask students to read excerpts from these letters and underline any relevant evidence that supports the three claims made in the thesis statement. Guide students to note which claim the underlined text supports in the margin.

Ask a few students to share their findings and explain how the evidence they underlined supports the thesis. Close by emphasizing the importance of using specific examples when making historical arguments.

SUGGESTED SKILL

Argumentation

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.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

AVAILABLE RESOURCES

- AP Professional Development > **Teaching and Assessing Module—Period 3: 1754–1800, Focus on Research "The Revolution: Winners and Losers"**

TOPIC 3.6
The Influence of Revolutionary Ideals

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 3: Learning Objective F

Explain the various ways the American Revolution affected society.

HISTORICAL DEVELOPMENTS

KC-3.2.I.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.

KC-3.2.I.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.

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THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 3: Learning Objective G

Describe the global impact of the American Revolution.

HISTORICAL DEVELOPMENTS

KC-3.2.I.E

The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.

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TOPIC 3.6
Social Consequences of Revolutionary Ideals

OPTIONAL SOURCES

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Examples and Sources

KC-3.2.I.C

Increased awareness of inequality:

- **An Act for the Gradual Abolition of Slavery, 1780:** "An Act for the Gradual Abolition of Slavery" (1780). Passed by the Pennsylvania General Assembly on March 1, 1780, this act was the first extensive abolition act in the United States. Suggested excerpts: sections 1–3.
- **Anthony Benezet:** Anthony Benezet, "Observations on the inslaving, importing, and purchasing of Negroes; with some advice thereon, extracted from the epistle of the yearly-meeting of the people called Quakers held at London in the year 1748" (Germantown, PA: Printed by Christopher Sower, 1760). Benezet offers evidence that the African slave trade, and the system of slavery itself, are both destructive to enslaved and enslaver alike. Suggested excerpt: the last paragraph of page 6 through first paragraph of page 8 in the first edition or pages 8–10 in the 1760 second edition.
- **Freedom petitions in Massachusetts courts:** Prince Hall et al., "Petition for freedom to the Massachusetts Council and the House of Representatives," January 13, 1777. In this petition, signed by Hall and seven other free Black men, the petitioners use natural rights and Christian ideas popular in the revolutionary era to argue that enslaved people have an inalienable right to freedom.

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KC-3.2.I.D

Women's appeals for expanded roles:

- **Abigail Adams:** Abigail Adams, letter to John Adams, March 31–April 5, 1776. Original manuscript from the Adams Family Papers, Massachusetts Historical Society. Abigail Adams exhorts her husband (and his fellow members of Continental Congress) to take their own fight against tyranny to heart and "remember the ladies". Suggested excerpts: paragraphs 9 and 10.
- **Judith Sargent Murray:** Constantia [Judith Sargent Murray], "On the Equality of the Sexes," in *The Massachusetts Magazine, or, Monthly Museum Concerning the Literature, History, Politics, Arts, Manners, Amusements of the Age*, Vol. II (Boston, 1790); March 1790, 132–5; April 1790, pp. 223–26. Murray uses theology and reason to call for equality of the sexes. Suggested excerpts: the second and third paragraphs.

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TOPIC 3.6
Social Consequences of Revolutionary Ideals

OPTIONAL ACTIVITY
Claims in Sources

Students will work on identifying and describing a historical claim from a primary source, in this instance the Anthony Benezet document.

Duration: ~20 mins
Sequence: Anytime

SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

1. Provide students with a copy of the document, and working in groups, ask students to highlight the claim about enslavement by Benezet. Guide students through the process of discretely highlighting only the claim. Some students are inclined to highlight too much of a source and thus lose sight of the task, so it is important to help them focus on identifying just the claim.
2. Check for understanding by asking a few groups to share and then identify where Benezet's main claims are in the text. Emphasize the need to highlight only the author's claims and discuss why specific elements do or do not represent claims.
3. Ask the groups to describe the claim in their own words.

A crucial element of this activity is reminding students that they always need to describe the claim in their own words. Too often, students will overquote a document. Taking the time to show them what effective examples look like is important, particularly early in the year.

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TOPIC 3.7
The Articles of Confederation

SUGGESTED SKILL

Claims and Evidence in Sources

3.B

Identify the evidence used in a source to support an argument.

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 3: Learning Objective H

Explain how different forms of government developed and changed as a result of the Revolutionary Period.

HISTORICAL DEVELOPMENTS

KC-3.2.II.A

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

KC-3.2.II.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.

KC-3.3.I.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.

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TOPIC 3.7
Articles of Confederation

OPTIONAL SOURCES

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Examples and Sources

KC-3.2.II.A

State constitutions:

- **Massachusetts:** Massachusetts State Constitution (1780). The text indicates that protecting natural rights and advancing representative self-government are the foundations of this state constitution. Suggested excerpt: the Preamble and Chapter I, Sec. 3 (House of Representatives), Art. 4.
- **New Jersey:** New Jersey State Constitution (1776). This constitution is notable for using "they" instead of "he" and not including racial categories in describing who could vote. The provision would allow women and African Americans who owned the required property to vote until 1807, when the state legislature limited voting rights to White male citizens who paid taxes. Suggested excerpt: Article IV, "Voting Qualifications."
- **Pennsylvania:** The Pennsylvania State Constitution (1776). This Constitution reflects the Declaration of Independence in stressing representative self-government. Suggested excerpt: the Preamble and the Plan or Frame of Government Sec. 6.
- **Virginia:** Draft Constitution for Virginia (1776). This document illustrates the fear of executive power among Virginians on the eve of American independence. Suggested excerpt: from the beginning though the section titled "Executive."

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OPTIONAL ACTIVITY

Using Evidence to Support an Argument

If you selected the Virginia Constitution of 1776 as an example for this topic, use this brief opening activity to review content from earlier in the period and practice identifying evidence used in a source to support a claim.

Duration: ~5 mins
Sequence: Start of lesson

1. Display the first portion of the Virginia Constitution of 1776 (everything from "Whereas George…" to "…his allegiance & protection") and ask students to describe what they see. As students share their ideas, help them see how this document provides a claim (King George is a tyrant) with a list of evidence to support that claim.
2. Ask students to think about the period before the Revolution and identify the three pieces of evidence from the list that best supports the claim. Allow several students to share and discuss their answers.

Close by displaying the section of the Constitution titled "Executive" and explain how the actions of the king detailed in the beginning of the Constitution contributed to the limits placed on the executive in this section of the Virginia Constitution and in the Articles of Confederation.

SUGGESTED SKILL

Claims and Evidence in Sources

3.B

Identify the evidence used in a source to support an argument.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

TOPIC 3.8
The Constitutional Convention and Debates over Ratification

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 3: Learning Objective I

Explain the differing ideological positions on the structure and function of the federal government.

HISTORICAL DEVELOPMENTS

KC-3.2.II.C.i

Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution.

KC-3.2.II.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.

KC-3.2.II.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-3.2.II.E

Federalists:

- **John Jay:** [John Jay], An Address to the People of the State of New-York on the Subject of the Constitution (1787). This pamphlet, signed by "A Citizen of New-York," was written by John Jay, one of the authors of the Federalist Papers, in the spring of 1788 before the New York ratifying convention. The pamphlet defends the stronger national government in the Constitution as consistent with the values of the American Revolution and republic. Suggested excerpts: the paragraph beginning "The Convention concurred in opinion…" and the paragraph beginning "We are told, among other strange things, that the liberty of the press…".
- **George Washington:** George Washington, letter to the President of Congress, September 17, 1787. George Washington sent this letter, along with the Constitution, to the existing Congress in New York on the final day of the Philadelphia Convention The letter was included in early printings of the Constitution, to signal that the leader of the country fully supported its ratification.

Anti-Federalists:

- **Patrick Henry:** Patrick Henry, speech before the Virginia Ratifying Convention, (June 5, 1788). Henry argues that the new U.S. Constitution threatens liberty by replacing state sovereignty with "consolidated" government. Suggested excerpt: the first paragraph.
- **George Mason:** George Mason, "Objections to the Constitution," September 13, 1787. In this document, Mason presents his reasons for not signing the final version of the U.S. Constitution at the Philadelphia Convention.

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TOPIC 3.8
The Constitutional Convention and Debates over Ratification

SUGGESTED SKILL
Claims and Evidence in Sources

3.A
Identify and describe a claim and/or argument in a text-based or non-text-based source.

OPTIONAL ACTIVITY
Close Reading

This activity is designed to help students develop a process for analyzing an author's argument. For short sources, a few minutes of class time will suffice while longer readings can be assigned for homework. Choose an excerpt from one of the Federalist Papers or one of the sources suggested for this topic and complete each of the steps listed below for this source.

Duration: ~10 mins
Sequence: Anytime

1. Ask students to read the source and think about what the author is trying to explain.
   - What do you think the passage is about?
   - Briefly describe what the passage is about in your own words. Use the margin next to the passage to capture your thoughts.
2. Guide students to look at the source again and consider the author's claim.
   - Can you identify where the author has made their point or claim clearly in one place in the text?
   - Underline the place where you see the main point or claim written in the passage.
3. Ask students to think about the author's reasoning.
   - Does the author give any reasons for making the claim?
   - What reasons does the author include for why they are making their claim or why they think they are right?
   - Put parentheses around any of the author's reasons for making their claim.
4. Ask students to look for evidence in the source.
   - Does this passage include any evidence that supports the claim? What 'proof' does the author include to show their claim is a strong one?
   - Circle any evidence that you think supports the author's claim.

Review the students' work to confirm that they are able to identify claims, reasoning, and evidence in the source. Emphasize that their ability to effectively analyze and understand arguments is important for history class and a wide range of academic and real-world situations.

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TOPIC 3.9
The Constitution

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 3: Learning Objective J

Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.

HISTORICAL DEVELOPMENTS

KC-3.2.II.C.ii

Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.

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TOPIC 3.9
The Constitution

OPTIONAL ACTIVITY
Making Connections

Students read the Constitution and identify evidence of continuity and change in the document.

Duration: ~45 mins
Sequence: Anytime

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

1. As preparation for this activity, ask students to read the full Constitution and create a list of the topics addressed in each article for homework.
2. Organize students into groups of three. As a group, ask them to review their homework and identify a continuity and change in U.S. History reflected in each article of the Constitution. Provide the following to help students get started.
   - Identify one part of each article that reflects a change in U.S. History.
   - What evidence can you provide to demonstrate this change?
   - Identify one part of each article that reflects the continuity of earlier patterns in U.S. History.
   - What evidence can you provide to demonstrate this continuity?
   - Here is an example to get you started: Article VI states that religious tests shall never be required to hold government office. This reflects the continuity of valuing religious freedom, like in colonial Pennsylvania.

Students may not be able to identify a continuity and change for each article, and this is okay. Encourage them to complete as much as they can in the time available. Identifying continuities may be more challenging for students, so close this activity with a debrief that emphasizes how the continuity of earlier concerns and values are reflected in the Constitution despite the substantial changes instituted by the document.

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TOPIC 3.10
Shaping a New Republic

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 3: Learning Objective K

Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.

HISTORICAL DEVELOPMENTS

KC-3.3.II.A

The U.S. 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.

KC-3.3.II.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.

KC-3.3.I.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.

KC-3.3.I.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.

continued on next page

SUGGESTED SKILL

Sourcing and Situation

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

AVAILABLE RESOURCES

- Classroom Resources > **Lesson Plans for AP U.S. History: The Alien and Sedition Acts**
- Professional Development > **Teaching and Assessing Module—Period 3: 1754–1800, Focus on Research "New Democratic Institutions"**

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THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 3: Learning Objective L

Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.

HISTORICAL DEVELOPMENTS

KC-3.2.III.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.

KC-3.2.III.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.

KC-3.3.II.C

George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-3.3.II.B

Challenges from the war between France and Britain:

- **British naval impressment:** U.S. Congress, An extract of the Act, entitled "An act, for the relief and protection of American seamen" (1796). In 1796, Congress passed the Seamen's Protection Act, an effort to prevent the impressment of American sailors by the British navy and to provide procedures in cases of impressment. The fifth and sixth sections of the act were widely printed and distributed in American seaports to inform merchant sea captains about how to report impressments from their vessels to U.S. diplomatic representatives. Suggested excerpt: Section 5.
- **Citizen Genet:** Edmond Charles Genet, letter to George Washington, August 13, 1793. In this letter, the French diplomat Edmund Genet appeals to President Washington for support in the midst of the "Citizen Genet Affair," the controversy over Genet's efforts to enlist America's support against Britain in the French Revolutionary Wars.
- **Democratic-Republican Societies:** New York Democratic Society, "At a meeting of the Democratic Society of the City of New-York, on Wednesday, the 28th day of May, 1794" (1794). Democratic-Republican Societies were founded to support the principles of the French Revolution and to oppose the Federalist Party and policies of the Washington administration. Suggested excerpt: the first, fourth (starting "While we heartily"), fifth ("It has been objected"), and sixth ("To this we reply") paragraphs.
- **Jay Treaty:** James Madison, letter to Robert R. Livingston, August 10, 1795. In this letter, James Madison reacts to the provisions of the Jay Treaty, particularly the commercial advantages that it provided Britain. Suggested excerpt: from the second sentence to the sentence beginning "Many even of those who have hitherto....

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KC-3.3.I.E

Mission settlements in California:

- **Junipero Serra:** "Why Native Americans Oppose Junipero Serra's Sainthood," *The Atlantic*, September 22, 2015. This article includes a history and discussion of the Spanish missions in California.
- **San Carlos:** Jean-François de Galaup La Pérouse, *Monterey in 1786, Life in a California Mission: the Journals of Jean-François de Galaup La Pérouse* (Berkeley: Heyday Books, 1989), pp. 81–82. Jean-François de Galaup La Pérouse was a French explorer who visited California in 1786. During his visit he noted the similarities between the treatment of Indigenous people at Spanish missions and enslaved people on Caribbean plantations. Suggested excerpt: the three paragraphs on pages 81–82 of Chapter 2.

KC-3.3.I.D

Relationship between the federal government and Indigenous Nations:

- **Oneida Nation:** Hanjyrrie Thowaweh Thasogweh, John Otaawiton, Nicholas Kanatjogh, and Cornelius Kakeghdotxa, letter to George Washington, April 7, 1793. Oneida men fought with Patriot forces in several battles and multiple members of the Oneida Nation received officer commissions in the Continental Army. In this letter several Oneida officers write Washington to request his help securing payments for military service.

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OPTIONAL ACTIVITY

Discussion Groups

Provide students background information about the topic then use this activity to help students develop a deeper understanding of sourcing. Select one each of the suggested primary sources for KC-3.3.II.B, KC-3.3.I.E, and KC-3.3.I.D.

Duration: ~30 mins
Sequence: Anytime

1. Divide the class into groups of four and have each group read and analyze one of the selected sources. Assign each group member one of these four sourcing approaches:

   Possibilities:

   - **POV:** What about the author's background could have influenced what they said in the source?
   - **Purpose:** What is the objective or goal of the author? What verb captures their motive?
   - **Historical Situation:** What was happening at the time and in the place where the source was created? Is it immediate and related to its creation as opposed to broader in scope?
   - **Audience:** Who is intended as the recipient? How would this affect the reliability of the source?

2. Afterward, each group should have a brief discussion where students describe and then explain why their assigned sourcing approach would or wouldn't be the best fit for this source. Once they reach a consensus as to which of the four approaches would be the best option for determining the historical significance of the source, conduct a class discussion where each group shares their findings.

As a class, discuss the limitations encountered in each of the approaches to sourcing. Ask students to identify specific limitations they encountered (i.e. what information wasn't available for their source) and explain why particular sourcing approaches, depending on the source at hand, can be more or less valuable for developing historical understanding.

SUGGESTED SKILL

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

TOPIC 3.11
Developing an American Identity

Required Course Content

THEMATIC FOCUS

American and Regional Culture ARC

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 3: Learning Objective M

Explain the continuities and changes in American culture from 1754 to 1800.

HISTORICAL DEVELOPMENTS

KC-3.2.III.ii

New forms of national culture developed in the United States alongside continued regional variations.

KC-3.2.III.D

Ideas about national identity increasingly found expression in works of art, literature, and architecture.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-3.2.III.ii KC-3.2.III.D

National culture and regional variations:

- **Charles Brockden Brown:** Charles Brockden Brown, *Wieland: or, the Transformation: An American Tale* (1798). *Wieland*, Brown's first major published work, is centered on a Philadelphia family and considered to be a distinctly American Gothic novel. Suggested excerpt: the first three pages of Chapter 6.
- **Hector St. John de Crèvecoeur:** J. Hector St. John Crevecoeur, "Letter III: What is an American?" in *Letters from an American Farmer*, (1782). In this work, the author defines "an American" as a "new man." Suggested excerpt: pages 55–56 of the 1904 edition.
- **Federal architecture:** William Birch, "Girard's Bank, late the Bank of the United States, in Third Street Philadelphia," 1800. This engraving by artist William Birch shows a street view of what was then known as "Girard's Bank," but was formerly the "Bank of the United States," a Federal style building completed in 1797 to house the First Bank of the United States.
- **Gowan Pamphlet:** David Miller, "Manumission of Gowan Pamphlet," December 16, 1793. This document offers a window into the life of Gowan Pamphlet, America's first known ordained Black Baptist preacher (in 1772) and founder of the First Baptist Church in Williamsburg, Virginia. Inspired by both the Great Awakening and the American Revolution, Pamphlet preached messages of equality and hope to Black Americans.
- **Charles Willson Peale:** Charles Willson Peale, *Portrait of Benjamin Franklin*, 1789, Philadelphia History Museum, Philadelphia. Peale painted this portrait of Franklin, the last completed before Franklin's death, at the request of the organization he served as President—Philadelphia's American Philosophical Society. Peale painted Franklin with a copy of his publication on his electrical experiment, holding a lightning rod, while lightning strikes in the Philadelphia background.

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- **John Trumbull:** John Trumbull, *Portrait of George Washington and William Lee*, 1780, Bequest of Charles Allen Munn, 1924, acc. no. 24.109.88, The Metropolitan Museum of Art, New York. Trumbull's portrait of Washington and Lee exemplifies how the American artist—who served in the Continental Army himself as one of Washington's aide-de-camp's—used paintings to craft a visual narrative celebrating the American Revolution.

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OPTIONAL ACTIVITY

Think, pair, share

If you selected Hector St. John de Crèvecoeur as an example of the continuity and change in culture from 1754 to 1800, use this activity to develop students' ability to explain this process.

Duration: ~25 mins
Sequence: End of Lesson

1. Ask students to read the source independently and respond to the following prompts.
   - How does the author describe Americans?
   - Considering what you have learned in the last few weeks, to what extent does this description reflect an ideal or the reality in the period from 1754 to 1800?
2. Instruct students to turn to a partner and discuss their responses.
   - To what extent do you agree with each other and why?
3. Ask one pair of students who agree with each other and then another pair that disagree to explain their responses and thinking to the class.

Close with a whole class discussion; ask several students to explain how the source reflects a continuity or change in culture from the colonial period to the early republic.

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

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SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

TOPIC 3.12
Movement in the Early Republic

Required Course Content

THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 3: Learning Objective N

Explain how and why migration and immigration to and within North America caused competition and conflict over time.

HISTORICAL DEVELOPMENTS

KC-3.3.I.A

Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, 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 United States and Britain.

KC-3.3.I.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.

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THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 3: Learning Objective O

Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.

HISTORICAL DEVELOPMENTS

KC-3.2.III.C

The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery.

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TOPIC 3.12
Movement in the Early Republic

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-3.3.I.A

Indigenous groups:

- **Battle of Fallen Timbers:** John C. Kotruch, "The Battle of Fallen Timbers: An Assertion of U.S. Sovereignty in the Atlantic World along the Banks of the Maumee River," in *Between Sovereignty and Anarchy: The Politics of Violence in the American Revolutionary Era*, ed. Patrick Griffin, Robert G. Ingram, Peter S. Onuf, and Brian Schoen (Charlottesville: University of Virginia Press, 2015), pp. 273–279. Kotruch's chapter details the significance of the Battle of Fallen Timbers.
- **Miami:** Little Turtle, "The Print of My Ancestors' Houses are Every Where to be Seen" (speech, Fort Greenville, 1795). A diplomatic speech from the Miami leader, Little Turtle.
- **St. Clair's defeat:** E. Russell, Columbian Tragedy, broadside (1791). The broadside documents St. Clair's defeat, also known as the Battle of the Wabash, in which confederated Indigenous Nations in Ohio, led by the Shawnee Chief Blue Jacket and the Miami Chief Little Turtle, defeated an army of approximately 1,600 men under Major General Arthur St. Clair.

KC-3.3.I.B

Frontier tension:

- **Whiskey Rebellion:** Frederick Kemmelmeyer, *Washington Reviewing the Western Army at Fort Cumberland, Maryland*, after 1795, The Metropolitan Museum of Art. The painting depicts the federal response to the Whiskey Rebellion.

KC-3.2.III.C

Antislavery sentiment:

- **Gradual emancipation:** Pennsylvania, "An Act for the Gradual Abolition of Slavery" (1780). This law signified the first extensive abolition legislation in the western hemisphere. Suggested excerpt: the first and fourth sections.
- **Gabriel's Rebellion:** Virginia General Court, "Testimony in the Trial of Gabriel" (1800). These documents were used in the trial against the enslaved blacksmith Gabriel for plotting a rebellion to capture the Virginia capital of Richmond and end slavery in October 1800. Gabriel and twenty-five of his followers were executed for the rebellion. Suggested excerpt: the first three pages of testimony (until the testimony of Thilmans Dick).

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- **New York Manumission Society:** Ambrose Spencer, letter to Thomas Eddy, April 7, 1797. In this letter, Spencer gives details to Eddy, a member of the New York Manumission Society, about an enslaved woman whom he believes should be entitled to her freedom.
- **Petition from the Pennsylvania Society for the Abolition of Slavery:** Benjamin Franklin, "Petition from the Pennsylvania Society for the Abolition of Slavery" (1790). This petition was submitted to Congress in February 1790 by Franklin, president of the Pennsylvania Abolition Society. The petition called for Congress to ban slavery and the slave trade.

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TOPIC 3.12
Movement in the Early Republic

OPTIONAL ACTIVITY
Making Connections

Help students understand how Topic 3.12 connects to larger patterns in U.S. History. Select one of the suggested sources and ask students to complete the following steps:

Duration: ~25 mins
Sequence: End of Lesson

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

1. Ask students to carefully read the source. On the left hand side of their copy, ask them to write down the main idea of the source. On the right-hand side, ask them to identify a significant historical development or process associated with the source.
2. Working in pairs, ask students to share their findings and make a relevant connection to a development from an earlier period in U.S. History. When doing this, students should identify an appropriate reasoning process (comparison, causation, or continuity and change) for the connection they are making. Ask students to choose and complete a graphic organizer that works well to analyze this connection. It may be helpful to offer examples of the types of graphic organizers students might use?
3. Ask students to write a brief description of the relationship between the historical development or process associated with the source and the connection they made in step 2. Remind students that it is important for them to explain why the connection they made is relevant to the developments in this unit.

Review the students' work and emphasize that the ability to effectively make connections between and among historical developments and processes helps us understand the relevance of the events we study.

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TOPIC 3.13
Continuity and Change in Period 3

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 3: Learning Objective P

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

REVIEW: UNIT 3 KEY CONCEPTS

KC-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.

KC-3.1.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.

KC-3.1.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.

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SUGGESTED SKILL

Argumentation

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.

AVAILABLE RESOURCE

- External Resource > Gilder Lehrman Institute's AP U.S. History Study Guide

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LEARNING OBJECTIVE

Unit 3: Learning Objective P

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

REVIEW: UNIT 3 KEY CONCEPTS

KC-3.2

The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

KC-3.2.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.

KC-3.2.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.

KC-3.2.III.i

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.

KC-3.3

Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

KC-3.3.I

In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.

KC-3.3.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.

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OPTIONAL ACTIVITY

Building an Argument

Students review content from periods 2 and 3 while practicing their ability to develop claims supported by evidence. Complete this activity before any unit assessments.

Duration: ~35 mins
Sequence: Anytime

1. Display the eight AP Themes (page 21 of the Course and Exam Description) for the class and briefly review each. Ask each student to select the theme that they feel changed most significantly in the period from 1607 to 1800. Organize students who selected the same theme into groups of two to four.
2. Ask each group to identify two changes and two continuities in the history of the U.S. during the period from 1607 to 1800 (making sure they are related to the theme their group selected). Then ask students to draft a thesis statement using the changes and continuities they identified. If a group is struggling, provide the following sentence frame as a guide:
   - While there was some continuity related to [insert theme] like [insert examples of continuity], this period saw major changes like [insert examples of change].
3. Ask each group to review their notes from periods 2 and 3 to find one specific example of each continuity and each change.
4. Ask each group member to select one of the examples from step 3 and draft a linkage statement that explains how the specific example supports the thesis statement.

Debrief this activity by asking a few groups to share their thesis and one or two linkage statements. Students may struggle to identify accurate and relevant continuities so be prepared to model how to use specific examples to support an argument. Take a few minutes to discuss a continuity and some examples for each of the themes your students selected for this activity to help all of the groups understand this skill.

TOPIC 3.13
Continuity and Change in Period 3

SUGGESTED SKILL

Argumentation

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.

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AP U.S. HISTORY

UNIT 4

Period 4: 1800–1848

10–17%
AP EXAM WEIGHTING

~17
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 4

Multiple-choice: ~35 questions
Short-answer: 2 questions

- Primary source
- Secondary source

Free-response: 1 question

- Long essay (partial)

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UNIT 4

10–17% AP EXAM WEIGHTING | **~17** CLASS PERIODS

Period 4: 1800–1848

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~17 CLASS PERIODS
	4.1 Contextualizing Period 4	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
PCE	**4.2 The Rise of Political Parties and the Era of Jefferson**	Causation	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
PCE	**4.3 Politics and Regional Interests**	Comparison	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
WOR	**4.4 America on the World Stage**	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
WXT	**4.5 Market Revolution: Industrialization**	Causation	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.	
SOC	**4.6 Market Revolution: Society and Culture**	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~17 CLASS PERIODS
PCE	**4.7 Expanding Democracy**	Causation	1.B Explain a historical concept, development, or process.	
PCE	**4.8 Jackson and Federal Power**	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
ARC	**4.9 The Development of an American Culture**	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ARC	**4.10 The Second Great Awakening**	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
ARC	**4.11 An Age of Reform**	Comparison	3.B Identify the evidence used in a source to support an argument.	
SOC	**4.12 African Americans in the Early Republic**	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
GEO	**4.13 The Society of the South in the Early Republic**	Causation	1.B Explain a historical concept, development, or process.	
	4.14 Causation in Period 4	Causation	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 4. Review the results in class to identify and address any student misunderstandings.

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TOPIC 4.1
Contextualizing Period 4

SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

AVAILABLE RESOURCE

- Professional Development > **Teaching and Assessing Module—Period 4: 1800–1848, Focus on Research "Introducing Period 4"**

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 4: Learning Objective A

Explain the context in which the republic developed from 1800 to 1848.

PREVIEW: UNIT 4 KEY CONCEPTS

KC-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.

KC-4.1.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.

KC-4.1.II

While Americans embraced a new national culture, various groups developed distinctive cultures of their own.

KC-4.1.III

Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

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LEARNING OBJECTIVE

Unit 4: Learning Objective A

Explain the context in which the republic developed from 1800 to 1848.

PREVIEW: UNIT 4 KEY CONCEPTS

KC-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.

KC-4.2.I

New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

KC-4.2.II

The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.

KC-4.2.III

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

KC-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.

KC-4.3.I

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

KC-4.3.II

The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

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OPTIONAL ACTIVITY

Scaffolding Contextualization

Use this activity to develop students' ability to identify and describe historical context as a broad development. This activity serves as a bridge between historical trends from periods 3 and 4 of the Course Framework.

Duration: ~25 mins
Sequence: Start of lesson

1. Inform students they will be reviewing broad developments related to United States expansion in the period from 1783 to 1800 to provide context for the specific developments they will study in the period from 1800 to 1848.
2. Divide students into groups and provide the following examples of broad historical developments and processes that influenced expansion in the late eighteenth century: Indigenous resistance, westward migration, American identity, land treaties/negotiation, and Northwest Ordinance.
3. Groups select two of the events or developments and brainstorm how their selected events connect to the expansion of the United States from 1783 to 1800.
4. Groups share the results of their brainstorm and describe how their selected developments connect to the broader process of expansion in the period.

Close by briefly describing the major developments of period 4 and explain how they are situated within the broader context of United States expansion. Ask a few students to predict how the developments and processes they discussed in this activity will connect to the events they study in period 4.

SUGGESTED SKILL

4.A

Identify and describe a historical context for a specific historical development or process.

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SUGGESTED SKILL

Sourcing and Situation

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

TOPIC 4.2
The Rise of Political Parties and the Era of Jefferson

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective B

Explain the causes and effects of policy debates in the early republic.

HISTORICAL DEVELOPMENTS

KC-4.1.I.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.

KC-4.1.I.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.

KC-4.3.I.A.i

Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.

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OPTIONAL SOURCES

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Examples and Sources

KC-4.1.I.A

National debates:

- **Embargo Act of 1807:** "An Act laying an Embargo on all ships and vessels in the ports and harbors of the United States," December 22, 1807. This legislation restricted international trade during the Napoleonic Wars. Suggested excerpt: Sections 1 and 2.
- **Tariff of 1816:** Thomas Jefferson, letter to Alexander Dallas, February 26, 1816. Jefferson lobbies the bill's author for an exemption to the 1816 tariff on fine wines.

KC-4.3.I.A.i

Influence and control over North America

- **Lewis and Clark:** Thomas Jefferson, message to Congress, February 19, 1806. Jefferson shares details about the explorations of Lewis and Clark.

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TOPIC 4.2
The Rise of Political Parties and the Era of Jefferson

OPTIONAL ACTIVITY

Discussion Groups

If you selected the Embargo Act of 1807 as an example of political debates during the Era of Jefferson, use this activity to help students develop a deeper understanding of historical situation.

Duration: ~20 mins
Sequence: Anytime

SUGGESTED SKILL

Sourcing and Situation

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

1. Before beginning this activity, ask students to read their textbook's coverage of the Embargo Act of 1807.
2. Give each student a copy of the source and ask them to read it silently and identify the main idea. Then divide the class into groups of 3.
3. Using what they learned in their textbooks, ask each group to identify what was taking place in 1807 that might have influenced Thomas Jefferson's decision to impose an embargo.

To conclude, lead a class discussion where each group shares their findings on the main factors that led President Thomas Jefferson to enact the Embargo Act of 1807. If students are struggling, provide them with possible answers (e.g. the Napoleonic Wars, British impressment of American sailors, and the Chesapeake-Leopard Affair, etc.) and close by asking them to describe how these could have influenced Jefferson.

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TOPIC 4.3
Politics and Regional Interests

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective C

Explain how different regional interests affected debates about the role of the federal government in the early republic.

HISTORICAL DEVELOPMENTS

KC-4.1.I.D

Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.

KC-4.2.III.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.

KC-4.3.II.C

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

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TOPIC 4.3
Politics and Regional Interests

OPTIONAL SOURCES

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Examples and Sources

KC-4.1.I.D KC-4.2.III.D KC-4.2.III.C

Regional interests and attempts at political compromise:

- **Compromise Tariff of 1833:** James Madison, letter to William C. Rives, March 12, 1833. In this letter, written just after the passage of the compromise tariff of 1833, James Madison discusses the nullifiers and ideas of states' rights.
- **Tallmadge amendment:** John W. Taylor, remarks on the Tallmadge amendment, (speech, House of Representatives, February 13, 1819). Taylor's speech is available in the Annals of Congress, House of Representatives, 15th Congress, 2nd Session, February 13, 1819, column 1170. The Tallmadge amendment would have prohibited any further importation of enslaved people into Missouri and emancipated all children at age 25. Suggested excerpt: the first portion of this speech located at the bottom of column 1170.
- **War of 1812:** Report and Resolutions of the Hartford Convention, January 1815. The convention proposed several amendments to the Constitution intended to protect the interests of states in the Northeast. Suggested excerpt: the summary of these amendments, located at the end of the document.

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OPTIONAL ACTIVITY

Sourcing

If you selected the source about the Tallmadge Amendment, use this activity to strengthen students' ability to source a document using historical situation.

Duration: ~15 mins
Sequence: Anytime

1. Prior to distributing the source, provide a brief description of James Tallmadge's background, including the role he played in authoring a gradual emancipation bill in the state of New York prior to the debates over Missouri.
2. Distribute individual copies of the source and ask students to record the main idea of the excerpt.
3. Write the following terms on the board: cotton, sectionalism, Market Revolution, and regional economies. Lead a brief discussion about how each of these were factors of influence in the debates over the admission of Missouri.
4. Ask students to select one of the developments from step 3 to explain how it influenced the ideas contained in the Tallmadge Amendment. This should be done in one or two sentences.

Close the activity by reminding students that sourcing a document involves connecting relevant historical evidence to the author's main idea.

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

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SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

TOPIC 4.4
America on the World Stage

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 4: Learning Objective D

Explain how and why American foreign policy developed and expanded over time.

HISTORICAL DEVELOPMENTS

KC-4.3.I

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

KC-4.3.I.A.ii

The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

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OPTIONAL SOURCES

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Examples and Sources

KC-4.3.I

Promotion of foreign trade:

- **Barbary Wars:** Allen C. Browne, "The Tripoli Monument," 1808. The first U.S. monument to the American military, dedicated to the sailors who died in the First Barbary War.
- **Macon's Bill Number 2:** Caesar A. Rodney, letter to James Madison, January 16, 1810, Founders Online, National Archives. Congress passed Macon's Bill Number 2 in an effort to protect U.S. trading interests during the Napoleonic Wars. In this letter, Rodney, Madison's Attorney General, expresses his fear that a war with either Great Britain or France is likely. Suggested excerpt: the first half of the letter.

KC-4.3.I.A.ii

Military actions

- **Seminole Wars:** Jane Murry Sheldon, "Seminole Attacks Near New Smyrna, 1835–1856," 1890. This narrative, recorded by Sheldon in 1890, recounts her family's experience during the Seminole Wars. It provides a look at the relationship between White settlers, African Americans, and the Indigenous community during this period of conflict. Suggested excerpt: Sheldon's description of their time in St. Augustine, located in the middle of the narrative.
- **War of 1812:** John James Barralet and Benjamin Tanner, "America guided by wisdom An allegorical representation of the United States depicting their independence and prosperity," 1815. This allegorical print reflects the national mood immediately after the conclusion of the War of 1812.

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TOPIC 4.4
America on the World Stage

OPTIONAL ACTIVITY
Close Reading

This activity is built around John J. Barralet's and Benjamin Tanner's "America guided by wisdom An allegorical representation of the United States depicting their independence and prosperity" as an example of a growing American presence on the world stage. The purpose of this activity is to help students practice sourcing.

Duration: ~20 mins
Sequence: Anytime

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

1. Provide students with a copy of the source.
2. Since the goal of this activity is to explain (not merely identify), share the following sentence starters:
   - Point of view: Created by an American artist in the aftermath of the War of 1812, the print conveys a positive perspective on the United States by…
   - Purpose: The print seeks to convince the viewer of the prosperity of the United States by…
   - Historical situation: In the aftermath of the War of 1812, the United States …
   - Audience: The print may have been primarily designed to communicate with an American audience of…
3. Working in pairs, ask students to complete the sentences above so they can focus on their explanation.

   Possible answers:
   - POV: …showing the American seal illuminated by rays of sunlight; showing America being guided by Roman gods who represented wisdom and trade; depicting a triumphant military leader on horseback in front of a grand and majestic neoclassical building.
   - Purpose: …depicting an abundance of fruit, vegetables, and other objects produced by the work of American women and men and ready for trade with countries overseas; depicting a grand and majestic neoclassical building that would have required significant prosperity to erect.
   - Historical situation: …was eager to engage in trade with other nations and expand its influence despite the ambiguous outcome of the war, which did little to address Americans' concerns about these issues. The ocean-going ships in the harbor and symbols of prosperity like the cornucopia reflect this ambition for trade and international influence.
   - Audience: … people who could afford the sort of education in classical mythology and European culture that would enable them to recognize the images, symbols, and words in this print. However, the artist may have also reached a larger audience by including easily recognizable symbols like the flag and George Washington and explanations of the lesser-known symbols in the caption.

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4. Ask students to select the sourcing approach they find most helpful for understanding the image and explain why they find it helpful.

Conclude with a class discussion focused on explaining that when they are sourcing, students must go beyond mere identification and get to how the sourcing approach is reflected in the document. Note that they will continue to work on this skill, eventually focusing on why their analysis of the source is significant to their arguments in essays. Another key point to emphasize is that students will need to select which sourcing approach is most valuable when it comes to developing historical understanding.

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SUGGESTED SKILL

Argumentation

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.

TOPIC 4.5
Market Revolution: Industrialization

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology WXT

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 4: Learning Objective E

Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.

HISTORICAL DEVELOPMENTS

KC-4.2.I.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.

KC-4.2.I.B

Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.

KC-4.2.I.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 they linked regions in the South.

KC-4.2.III.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-4.2.I.A

Organized manufacture of goods:

- **Lowell, Massachusetts:** Mary Paul, letter to her father, December 21, 1845. Located on the Merrimack River, Lowell, Massachusetts became the site of the origins of the "Lowell System." In this letter, Paul describes her experience in Lowell.
- **Samuel Slater:** Samuel Slater, letter to Moses Brown, December 2, 1789, in *Memoir of Samuel Slater the father of American manufactures; connected with a history of the rise and progress of the cotton manufacture in England and America*, George S. White (Philadelphia: 1836), p. 72. In this letter, Slater proposes a business venture with merchant and manufacturer Moses Brown.

KC-4.2.I.B

Agricultural inventions:

- **John Deere's steel plow:** Hiram M. Drache, "The Impact of John Deere's Plow," *Illinois History Teacher* (2001), pp. 4–5. In 1837, a Vermont blacksmith who moved to Illinois, John Deere, transformed a broken steel saw blade into a steel plow. The stronger blade proved more efficient in cutting through the prairie soil.
- **Cyrus McCormick's mechanical reaper:** "M'Cormick's REAPER. PATENTED 1845," *The Cultivator*, May 1846, p. 161. In 1831, on a farm outside of Lexington, Virginia, Cyrus McCormick improved upon a horse-drawn mechanical device to cut, thresh, and bundle wheat. This diagram illustrates an early version of McCormick's Reaper.

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KC-4.2.I.C

Transportation networks:

- **Baltimore and Ohio Railroad:** Walter F Elmer, *Map of the Baltimore and Ohio Rail Road with its branches and connections*, Baltimore, 1878. In 1827, in order to compete with New York City and its ties to the Erie Canal, Baltimore, Maryland, chartered what became one of the U.S.'s major railroads.
- **Erie Canal:** Nathaniel Hawthorne, "The Canal Boat," December 1835. Hawthorne writes about a trip along the Erie Canal. Suggested excerpt: the first two paragraphs.

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OPTIONAL ACTIVITY

Scaffolding Argumentation

If you selected the source about the Samuel Slater connected to Topic 4.5, use this activity to develop students' ability to support a historical argument with relevant evidence.

This activity is designed to scaffold the skill of argumentation. Developing a historical argument involves multiple steps including breaking down a prompt, writing a thesis, and selecting evidence. This activity provides scaffolded steps to help students prioritize the process of supporting an argument.

Durations: ~25 mins
Sequence: Anytime

1. Start by providing the following prompt and lead a brief discussion with students about how it connects to Topic 4.5 in the Course Framework:
   - Evaluate the extent to which the market revolution changed American society in the early 19th century.
2. Because this activity is only about supporting an argument and not creating an argument, provide students with three options that contain portions of thesis statements. Students will select one of these to use for step 4.
   - business leaders transformed American society through the creation of industrial workspaces
   - manufacturing processes fundamentally altered labor opportunities
   - urban spaces continued to be centers of economic opportunity
3. Ask students to read Samuel Slater's letter to Moses Brown.
4. Divide students into pairs and ask them to brainstorm ways they could connect pieces of historical evidence from the source to the example they selected in step 2. Be sure to highlight the elements found in each thesis excerpt such as "industrial work spaces," "labor opportunities," and "urban spaces" that connect to the information found in the source.
5. Ask students to write individual linkage statements that explain how the historical evidence selected from the source supports the thesis excerpt they selected.

Close the activity by leading a discussion about why relevant evidence needs to connect to and support a thesis, as opposed to simply being relevant evidence generally related to a prompt.

SUGGESTED SKILL

Argumentation

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.

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SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

AVAILABLE RESOURCES

- Professional Development > Teaching and Assessing Module—Period 4: 1800–1848, Focus on Research "Focusing on Social Groups"

TOPIC 4.6
Market Revolution: Society and Culture

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective F

Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.

HISTORICAL DEVELOPMENTS

KC-4.2.III.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.

KC-4.2.II.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.

KC-4.2.II.A

Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets.

KC-4.2.II.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-4.2.III.A

Industrialized northern cities:

- **Philadelphia:** *Philadelphia in 1824; or, a Brief Account of the Various Institutions and Public Objects in this Metropolis, Being a Complete Guide for Strangers and an Useful Compendium for the Inhabitants* (Philadelphia: H.C. Carey & I. Lea, 1824), pp. 35–39. Philadelphia was one of the first industrialized cities in the United States. This source provides descriptions and lists of manufacturing that occurred in the city in the 1820s.

New communities along the Ohio and Mississippi rivers:

- **Cincinnati:** James Flint, *Letters from America, containing Observations on the Climate and Agriculture of the Western States, the Manners of the People, the Prospects of Emigrants, &c., &c.* (Edinburgh: W. & C. Tait, 1822). Flint was a Scotsman who traveled throughout the United States (primarily Ohio, Kentucky, and Indiana) from 1818 to 1820 and wrote about his experience and observations. Suggested excerpts: pages 124–126 and 212–214.
- **St. Louis:** Rebecca Burlend, *A True Picture of Emigration: Or Fourteen Years in the Interior of North America* (London: G. Berger, 1848), pp. 15–18. Burlend, an English woman, emigrated to the United States with her family in 1831. In this excerpt (pp. 15–18) she narrates her journey up the Mississippi River from New Orleans to St. Louis.

KC-4.2.II.B

Increase in prosperity and standards of living:

- **Philadelphia Club:** *Rules and Regulations of the Philadelphia Association and Reading Room* (Philadelphia: John C. Clark, 1851), pp. 12–15. This is the official rulebook that all members of the Philadelphia Club, officially known at this time as the Philadelphia Association and Reading Room, had to follow. Suggested excerpt: start with rule XLIII and continue until the end of the document.
- **Joseph Willson:** Joseph Willson, *Sketches of the Higher Classes of Coloured Society in Philadelphia* (Philadelphia: Merrihew and Thompson, 1841), pp. 58–63. Willson describes the leisure-time activities of prosperous African American families in Philadelphia.

Growing population of laborers:

- **Lowell Female Labor Reform Association:** Lowell Female Labor Reform Association, "Preamble and Constitution," February 27, 1846. The preamble and constitution of the first union for working women outlines the organization's goals.

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- **Working Men's Party:** Edward Everett, *A Lecture on the Working Men's Party* (Boston: Gray and Bowen, 1830), pp. 7–8. The Working Men's Party was a labor-centered party that focused on the political interests of working-class men. Suggested excerpt: beginning on page 7 with the paragraph that starts "First, that..." to the paragraph on page 8 ending in "...produce happiness."

KC-4.2.II.C

Women in public and private spheres:

- **Charity Bryant and Sylvia Drake:** William Cullen Bryant, *Letters of a traveller; or, Notes of things seen in Europe and America* (New York: George P. Putnam, 1851), Letter XVII. Poet and journalist William Bryant describes the forty-year union of Charity Bryant and Sylvia Drake. Suggested excerpt: the fourth paragraph, beginning "I passed a few days in the valley . . ."
- **Lowell mill women:** Harriet H. Robinson, "Early Factory Labor in New England," in *The Fourteenth Annual Report of the Massachusetts Bureau of Statistics of Labor for 1883*, (Boston: Wright & Potter Printing Co., 1889), pp. 4–9. Robinson provides an account of her life work in the textile mills in Lowell, Massachusetts from 1834 to 1848.
- **Lydia Maria Child:** Lydia Maria Child, *The American Frugal Housewife: Dedicated to Those Who Are Not Ashamed of Economy* (Boston: Marsh & Capen, 1829), pp. 7–8. Child was a popular nineteenth-century writer who was also an abolitionist and women's rights activist. This "book of economical hints" for wives and mothers, included recipes, money-saving tips, home remedies, and other advice.

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OPTIONAL ACTIVITY

Making Connections

If you selected the Rebecca Burlend source *A True Picture of Emigration*, use this activity to develop students' ability to make historical connections. This document provides students with the opportunity to connect the market revolution with broad historical developments such as immigration, transportation, and environments.

Durations: ~20 mins
Sequence: Anytime

1. Divide students into groups of three and assign each student the role of reading the source to locate ways in which Burlend describes one of the following: the experience of an immigrant, transportation methods, and the varied environments along the Mississippi River. Students will remain in groups for the first three steps.
2. Ask students to share their findings and encourage each to annotate the document. Using three different colors of highlighters, one for each topic, can help students see the richness of the document.
3. Ask students to select either the experiences of immigrants, transportation, or varied environments as a historical factor to connect to the market revolution.
4. Guide students to individually explain the connection between their selected topic and the market revolution in one or two sentences.

Close the activity by asking groups to share an exemplar from their group. Lead a brief discussion that highlights how students can make connections from primary sources to add texture to broader historical developments such as the market revolution.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

TOPIC 4.7
Expanding Democracy

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective G

Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.1.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-4.1.I

Expanding suffrage:

- **Dorr Rebellion:** Thomas M. Dorr et al, *An Address to the People of Rhode-Island, from the Convention Assembled at Providence, on the 22d day of February, and Again on the 12th Day of March, 1834, to Promote the Establishment of a State Constitution* (Providence: Cranston & Hammond, Printers, 1834), pp. 55–56. Since 1663, Rhode Island had operated under its original colonial charter granted by the king, which limited suffrage to landowners. Dorr advocated for a more open franchise. Suggested excerpt: the paragraph that starts on page 55 and ends on page 56.

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TOPIC 4.7
Expanding Democracy

OPTIONAL ACTIVITY

Close Reading

If you selected Thomas Dorr's source *An address to the people of Rhode Island* use this activity to develop students' ability to explain a historical development.

Duration: ~25 mins
Sequence: End of lesson

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

1. Start the class by writing "universal suffrage" on the board. Ask students to briefly discuss how the expansion of voting rights affected American democracy during the first half of the 19th century.
2. Write these phrases under "universal suffrage" on the board:
   - Abolition of property requirements (land ownership qualifications)
   - Abolition of taxpayer requirements
   - Abolition of religious test
3. Ask students to read the source and identify/highlight content about suffrage and remaining limitations under universal White manhood suffrage.

   Possible answers:

   - Age requirements (i.e. no minors)
   - Racial restrictions (i.e. only White men)
   - Gender restrictions (i.e. only males)
4. Lead a discussion about how the removal of some voting qualifications and increased participation represented the expansion of democracy and led to the Age of Jackson being called the "Era of the Common Man."

Conclude the activity by asking students to explain how the creation of universal White manhood suffrage demonstrates a change in American society, even though political power was still limited. Debrief with a discussion that emphasizes the complexities of the expanding American democracy. Remind students that democratic practices, including suffrage, could and did change over time but were often limited in one way or another during the 19th century.

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TOPIC 4.8
Jackson and Federal Power

SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective H

Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.1.I.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.

KC-4.3.I.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.

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TOPIC 4.8
Jackson and Federal Power

OPTIONAL SOURCES

Exploring one or two of the optional examples below with the associated primary or secondary source may help students better understand the historical developments of this topic. While excerpts of these sources may occasionally appear on the exam as stimulus material, the exam questions will focus only on the Learning Objectives and Historical Developments; no prior knowledge of any of these sources is needed to answer related exam questions. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-4.1.I.C

Federally funded internal improvements:

- **John Quincy Adams:** John Quincy Adams, letter to John McLean, May 6, 1824. In this letter to the United States Postmaster General, Adams discusses his views on internal improvements.
- **Cumberland Road:** "Debate on the Cumberland Road Bill," February 26, 1836, in *The Congressional Globe, Containing Sketches of the Debates and Proceedings of the Twenty-Fourth Congress First Session – Volume III*, ed. Blair and Rives (Washington, D.C.: Globe Office, 1836), pp. 159–160. These are the proceedings of the U.S. Congress as they debated funding for the completion of the first federally funded road which ran from Cumberland Maryland to St. Louis, Missouri. Note that "Mr. T." refers to Senator John Tipton of Indiana. Suggested excerpt: the paragraph that beings with "Those who opposed the road...".
- **Lighthouses:** Arnold Burges Johnson, *The Modern Light-House Service* (Washington, D.C.: Government Printing Office, 1889), pp. 15–16. Lighthouses were one of the few internal improvements that commonly received federal funds in this period.

KC-4.3.I.B

Frontier settlers:

- **John Dougherty:** "The Frontier," *Boon's Lick Times*, April 17, 1841, p 2. Dougherty was active on the frontier in the early 19th century. This article from a newspaper in Fayette, Missouri (available through the Library of Congress) calls for government support for frontier settlements and the appointment of Dougherty as Superintendent of Indian Affairs. Suggested excerpt: the first four paragraphs and the last two paragraphs.

Indigenous resistance:

- **Black Hawk War:** Black Hawk, "Black Hawk's Surrender Speech" (1832). Sauk leader Black Hawk delivered this speech upon surrendering to U.S. forces following the Black Hawk War. Black Hawk describes the Sauk grievances that led to war, including the forced removal of Sauks from their land.
- **Creek War:** "Treaty with the Creeks, 1814," in *Indian Affairs: Laws and Treaties*, Vol. 2, ed. Charles L. Kapper (Washington: Government Printing Office, 1904), pp. 107–109. This treaty, known as the Treaty of Fort Jackson, ended the Creek War.

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- **John Ross:** John Ross, "Memorial and Protest of the Cherokee Nation, To the Honourable the Senate and House of Representatives of the United States of North America, in Congress Assembled," June 21, 1836. Ross and other Cherokee leaders presented this petition to Congress to protest the Treaty of New Echota, the treaty which led to the Trail of Tears.
- **Tecumseh and Tenskwatawa:** G. Turner, *Traits of Indian Character; As Generally Applicable to the Aborigines of North America. Drawn from Various Sources—Partly from Personal Observation of the Writer* (Philadelphia: Key and Biddle, 1836), pp. 106–108. Turner attributes the 1807 speech that begins on page 106 to an Indigenous leader named Trout. The speech describes Tenskwatawa's vision of how Indigenous people could revitalize their culture and civilization.

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TOPIC 4.8
Jackson and Federal Power

OPTIONAL ACTIVITY
Close Reading

Students develop a process for analyzing an author's argument utilizing the suggested excerpt from "Debate on the Cumberland Road Bill."

Duration: ~15 mins
Sequence: Anytime

SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

1. Begin by reminding students of the debates related to the American System from topic 4.3 and provide a brief history of the Cumberland Road (National Road). Explain to students that the document they are about to read is an excerpt from a summary of the congressional debates related to funding of the Cumberland Road. In this excerpt, the speaker, referred to as "Mr. T." is Senator John Tipton of Indiana
2. Ask students to read the source and think about what the author is trying to explain.
   - What do you think the passage is about?
   - Describe what the passage is about in a few of your own words in the margin next to the passage.
3. Guide students to look at the source again and consider the argument.
   - Can you identify where the argument or point is made clearly in one place?
   - Underline the place where you see the main point or argument written in the passage.
4. Ask students to think about the reasoning.
   - Are reasons given for making the argument?
   - What reasons are included for why they are making their argument or why they think they are right?
   - Put parentheses around any of the reasons for making their argument.
5. Ask students to look for evidence in the source.
   - Does this passage include any evidence that supports the argument? What 'proof' is included to show the argument is a strong one?
   - Circle any evidence that you think supports the argument.
6. Ask students to evaluate the argument.
   - Do you think the argument is accurate? Look at your class notes from topics 3.12, 4.3, and 4.4 or conduct additional research to identify evidence, not provided in the source, to either support or refute the argument.
   - At the bottom of the passage, identify your position on the argument and explain how the evidence you identified supports or refutes the source's argument.

Review the students' work to confirm that they are able to identify claims, reasoning, and evidence in the source. Emphasize that their ability to effectively analyze and understand arguments is important for history class and a wide range of academic and real world situations.

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TOPIC 4.9
The Development of an American Culture

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

Required Course Content

THEMATIC FOCUS

American and Regional Culture ARC

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 4: Learning Objective I

Explain how and why a new national culture developed from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.1.II.B

A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.

KC-4.1.II.C

Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.

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TOPIC 4.9
The Development of an American Culture

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-4.1.II.B KC-4.1.II.C

American culture:

- **Leonard Black:** Leonard Black, *The Life and Sufferings of Leonard Black, a Fugitive from Slavery* (New Bedford: Benjamin Lindsey, 1847), pp. 23–33. Narratives recounting the experience of enslaved people were a common form of literature in the 19th century. Born enslaved in Anne Arundel County, Maryland around 1820, Black escaped from slavery in 1837, eventually arriving in Boston. He became a Baptist minister and eventually the pastor of First Baptist Church in Petersburg, Virginia. Suggested excerpt: Chapter 3 (pp. 22–33).
- **Alexis de Tocqueville:** Alexis de Tocqueville, *Democracy in America*, vol. 1 (London: Saunders and Otley, 1835), Chapter 3. Tocqueville was a French political philosopher and historian. *On Democracy in America* assesses the state of democracy's development in the United States.
- **Robert Duncanson:** Robert S. Duncanson, *Hunting in the Woods*, 1846, The Johnson Collection. Duncanson was an African American artist active from the 1840s to the 1870s. Like many American painters of his time, he was known for his landscapes.
- **Ralph Waldo Emerson:** Ralph Waldo Emerson, "The Transcendentalist: A Lecture Read at the Masonic Temple" (Boston, 1842). Emerson was a leading thinker in the 19th century, involved in abolitionist politics and a leader in the transcendentalist movement. Suggested excerpt: the first paragraph of the lecture.
- **Margaret Fuller:** Margaret Fuller, "The Great Lawsuit. Man versus Men. Woman versus Women." *The Dial*, July 1843. This article highlights the tension between American ideals of liberty and equality and the reality of the status of women. Suggested excerpt: begin with the paragraph "It is worthy of remark" and end with "...as Europe was to promote the mental culture of man."
- **Hudson River School:** Thomas Cole, *Landscape,* 1825, Minneapolis Institute of Art. The Hudson River School was an artistic movement that focused on depictions of the American landscape.
- **Washington Irving:** Washington Irving, "The Legend of Sleepy Hollow," in *The Sketch-Book of Geoffrey Crayon, Gent* (New York, 1819). The book was originally published in serialized form in 1819 and 1820. Suggested excerpt: the short story "The Legend of Sleepy Hollow," "Rip Van Winkle" or "Traits of Indian Character."

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- **Neoclassical Architecture:** Rt. (Robert) King, *A map of the city of Washington in the District of Columbia established as the permanent seat of the government of the United States of America*, Washington, D.C., 1818. This map of Washington, D.C., includes engravings of the original designs for the White House and Capital by James Hoban and William Thornton.
- **Edgar Allan Poe:** Edgar Allen Poe, "The Tell-Tale Heart," 1843. Unlike literature with Romantic themes of perfectibility, this piece exemplifies the American Gothic sensibility that explored darker themes such as anger and madness.

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TOPIC 4.9
The Development of an American Culture

OPTIONAL ACTIVITY

Scaffolding Contextualization

If you selected the painting by Thomas Cole, use this activity to develop students' ability to explain the historical context surrounding the development of an American culture. This activity focuses on how the Hudson River School exemplified this development.

Duration: ~20 mins
Sequence: Anytime

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

1. Provide a brief overview of the Hudson River School of painting: what the artists focused on and how it was different from earlier American painting.
2. Divide students into groups and provide the following historical developments: migration, romanticism, transcendentalism, and market revolution.
3. In groups ask students to select one of the assigned developments to connect to the Thomas Cole painting.
4. Guide students in a brainstorm to identify at least two specific pieces of historical evidence that supports a connection between the broader development selected in step 3 and Cole's painting.
5. Ask each to student use their answers from steps 3 and 4 to write at least three sentences that explain the context for the development of an American culture.

Close the activity by leading the class through a discussion that emphasizes the characteristics of contextualization. It might be helpful to recap the steps from the activity; specifically: selecting a broader historical development, selecting specific evidence, and linking these to the development of American culture and how that process illustrates historical context.

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TOPIC 4.10
The Second Great Awakening

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

Required Course Content

THEMATIC FOCUS

American and Regional Culture ARC

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 4: Learning Objective J

Explain the causes of the Second Great Awakening.

HISTORICAL DEVELOPMENTS

KC-4.1.II.A.i

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.

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TOPIC 4.10
The Second Great Awakening

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-4.1.II.A.i

Second Great Awakening:

- **African Methodist Episcopal Church:** Richard Allen, *The Life, Experience, and Gospel Labours of the Rt. Rev. Richard Allen* (Philadelphia: Martin & Boden Printers, 1833), pp. 13–21. Allen founded the African Methodist Episcopal Church, establishing the first congregation, Mother Bethel AME, in 1794.
- **Baptists:** Bill J. Leonard, *Baptist Ways: A History* (Valley Forge: Judson, 2003), pp. 158–162. Leonard examines the role of Baptists in the Second Great Awakening including a discussion of frontier activities and the role of women. Suggested excerpt: the first five pages of Chapter 8.
- **Burned-over District:** Charles G. Finney, *Memoirs of Rev. Charles G. Finney Written By Himself* (Westwood: Fleming H. Revell, 1876), pp. 77–78. The western and central districts of New York were known as the "burnt-over" districts due to the religious fervor they experienced in the early 19th century. Pages 77–78 provide the first known use of the term in describing this area of New York State.
- **Peter Cartwright:** Peter Cartwright, *Autobiography of Peter Cartwright, the Backwoods Preacher, edited by W.P. Strickland* (New York: Carlton & Porter, 1857), pp. 45–46. Cartwright describes camp meetings and the spread of evangelical Protestantism in the West. Suggested excerpt: the first three paragraphs of Chapter V, "The Great Revival."
- **Charles G. Finney:** Charles G. Finney, "Sermon I, Sinners Bound to Change Their Own Hearts," in *Sermons on Various Subjects* (New York: S.W. Benedict & Co., 1834), p. 20. In this sermon, Finney tells his audience they have "the powers of moral agency," breaking with earlier traditions of pre-determinism. Suggested excerpt: the section on page 20 beginning with "5th, Again–It is evident from this subject...."
- **Harry Hosier:** Henry Boehm, *Reminiscences, Historical and Biographical, of Sixty-Four Years in the Ministry* (New York: Carlton & Porter, 1866), pp. 90–92. In the section titled "Black Harry," Rev. Henry Boehm writes about the impact of Harry Hosier, an African American Methodist preacher during the Second Great Awakening, who often traveled with Bishop Francis Asbury.
- **Jarena Lee:** Jarena Lee, *Religious Experience and Journal of Mrs. Jarena Lee* (Philadelphia: self-published, 1849), pp. 10–11. In this section of her autobiography, "My Call to Preach the Gospel," Lee writes of her journey to the pulpit and addresses the arguments that women should not be permitted to preach.

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- **William Miller:** "The Great Miller Camp Meeting at Newark. The Last Day," *New York Herald*, November 13, 1842. This contemporary newspaper article describes one of Miller's camp meetings in Newark, provides a brief biography of Miller, and quotes at length from one of his speeches. Suggested excerpt: the first three paragraphs.
- **Joseph Smith:** "History of Joseph Smith," *Times and Seasons,* March 15, 1842, available in the Joseph Smith Papers, pp. 726–27. Smith describes the competition for converts among religious sects in the "burnt-over" district of central and western New York during the Second Great Awakening, and recounts his initial steps toward forming the Church of Jesus Christ of Latter-day Saints (Mormons).

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TOPIC 4.10
The Second Great Awakening

OPTIONAL ACTIVITY
Making and Explaining Connections

Students read Charles G. Finney's "Sermon I, Sinners bound to change their own hearts" to make and explain relevant connections between the Second Great Awakening and Topic 2.7 (i.e. First Great Awakening under KC-2.2.I.A).

Duration: ~40 mins
Sequence: Anytime

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

1. For homework, ask students to read and take notes on their textbook's coverage of the Second Great Awakening and review the coverage of the First Great Awakening.
2. Organize students in pairs and ask them to briefly review their homework while making relevant connections between the two social/religious movements. Provide the following questions to help students get started:
   - How were the First and Second Great Awakening similar?
   - How were they different?
3. Provide students with a copy of the source and ask them to answer these questions as they read:
   - What is the main connection you can make between the source and the Second Great Awakening?
   - What is the main connection you can make between the source and the First Great Awakening?
   - What evidence can you provide from your homework assignment to support either connection?
   - What makes these connections relevant?
4. To go deeper, ask students to focus on explaining these connections by writing two or three sentences that answer each of the following questions:
   - How does this source relate to the Second Great Awakening?
   - How does this source relate to the First Great Awakening?
   - Why would American Protestants during the Second Great Awakening get involved in reform movements?
5. If you would like to extend this activity, point out that the next topic will discuss reform movements. Then ask students:
   - How could one make a relevant and insightful connection across periods that might demonstrate a complex understanding of reform movements?
   - How could one use the Second Great Awakening as context for reform movements?

Explaining relevant connections instead of merely making them will be more challenging for students, so close this activity with a debrief that emphasizes how the First and Second Great Awakenings relate to one another. For example, point out that a major similarity is that they both influenced other historical developments—the First Great Awakening impacted the American Revolution while the Second Great Awakening influenced reform movements.

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TOPIC 4.11
An Age of Reform

SUGGESTED SKILL

Claims and Evidence in Sources

3.B

Identify the evidence used in a source to support an argument.

Required Course Content

THEMATIC FOCUS

American and Regional Culture ARC

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 4: Learning Objective K

Explain how and why various reform movements developed and expanded from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.1.II.A.ii

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.

KC-4.1.III.A

Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.

KC-4.1.III.B.i

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.

KC-4.3.II.B.i

Antislavery movements increased in the North.

continued on next page

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LEARNING OBJECTIVE

Unit 4: Learning Objective K

Explain how and why various reform movements developed and expanded from 1800 to 1848.

KC-4.1.III.C

A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention. Over time, arguments emerged over whether to narrow the goals to white women.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-4.1.II.A.ii KC-4.3.II.B.i KC-4.3.III.C

Moral and social reform:

- **Amistad Case:** *United States v. The Amistad*, 40 U.S. 518–19 (1841). After orchestrating a mutiny, the Africans aboard the Spanish schooner Amistad arrived off the coast of Long Island, New York in 1839. A Supreme Court case followed to determine the status of those on board. Suggested excerpt: the case syllabus.
- **William Apess:** William Apess, *A Son of the Forest: The Experience of William Apes, a Son of the Forest* (New York: the author, 1831), pp. 70–71. William Apess was a mixed-race preacher of the Pequot nation known for advocating on behalf of Indigenous people. Suggested excerpt: the final paragraph of Chapter VI.
- **Laurent Clerc:** "Contract Between Thomas Gallaudet and Laurent Clerc." June 13, 1816. Thomas Gallaudet and Clerc formed a partnership to establish an institution of deaf education in the United States. This partnership was formalized in this contract. Suggested excerpt: articles 1, 2 and 11.
- **Dorothea Dix:** Dorothea Lynde Dix, *Memorial Soliciting a State Hospital for the Insane Submitted to the Legislature of Pennsylvania* (Harrisburg: J.M.G. Lescure, 1845), pp. 3–4. Dix was an advocate for the humane treatment of the mentally ill and asylum reform. In this pamphlet, she addresses the Pennsylvania legislature and describes the conditions at the state's jails and poorhouses. Prepare students for this reading by explaining that the language used to describe many disabilities has changed over time. Dix used language, that while offensive by modern standards, was considered acceptable in the early 19th century. Suggested excerpt: the first three paragraphs on pages 3–4.
- **Grace Bustill Douglass:** Grace Bustill Douglass, letter from Grace Douglass to be read at Quaker Meetings, February 28, 1819. In this letter, which Douglass read aloud to her Quaker meeting, she describes her role in charity work, and discrimination in Philadelphia.
- **William Lloyd Garrison:** William Lloyd Garrison, "To The Public," *The Liberator*, January 1, 1831. In the first edition of Garrison's abolitionists newspaper *The Liberator*, he confronted critics of his stand against slavery. Suggested excerpt: the final two paragraphs beginning with the line "I am aware, that many object..."

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- **Sarah and Angelina Grimké:** Gerda Lerner, *The Grimké Sisters from South Carolina: Pioneers for Women's Rights and Abolition* (Chapel Hill: University of North Carolina Press, 2004), p. xix. Lerner discusses Sarah and Angelina Grimké's role as activists for the rights of women and African Americans.
- **Mary M'Clintock:** Elizabeth Cady Stanton, "Planning the Seneca Falls Convention, 1848," in *Women's Rights Emerges within the Anti-Slavery Movement, 1830–1870: A Brief History with Documents*, ed. Kathryn Kish Sklar (Boston: Bedford/St. Martin's, 2000), pp. 170–172. In this account, Stanton describes planning the Seneca Falls Convention, including the role of M'Clintock.
- **Lucretia Mott:** Lucretia Mott, "Discourse on Woman" (speech, December 17, 1849). Mott, an antislavery and women's rights activist, returns to themes addressed in the 1848 Declaration of Sentiments, including education and participation in government. Suggested excerpts: the first three paragraphs, and the paragraphs starting "So with woman..." and ending with "I would not, however, go so far...".
- **Oberlin Institute:** Dwayne Mack, "Oberlin College (1833–)," BlackPast.org. October 25, 2010. Oberlin Institute was originally founded by ministers to promote Christian values. This secondary source examines Oberlin College's history, specifically its history related to African Americans.
- **Elizabeth Cady Stanton:** Elizabeth Cady Stanton, "Address on Woman's Rights" (speech, September 1848). Stanton gave this speech in the months after the Seneca Falls Convention. Suggested excerpt: the fourth paragraph.
- **Maria W. Stewart:** Maria Stewart, "Maria Stewart Advocates Education for African American Women" (speech, African American Female Intelligence Society, Boston, September 1832). Born free in Connecticut in 1803, Stewart was an abolitionist and a women's rights activist. In this speech to the African American Female Intelligence Society (1832), Stewart discusses education for African American women.
- **David Walker:** David Walker, *Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World* (Boston: 1829), pp. 4–6. Born free in North Carolina in 1785, Walker moved north and settled in Boston, where he published a treatise against slavery in 1829. In the *Appeal*, Walker urged enslaved people to take up arms against their enslavers to overturn the institution of slavery.

Utopian and religious movements:

- **Brook Farm:** Josiah Wolcott, "Brook Farm," circa 1846. Brook Farm was a utopian experiment by George and Sophia Ripley in the 1840s that promoted the unification of physical labor, intellectual rigor, and spirituality in a communal setting, inspired by the rising influence of transcendentalism. This image provides a view of the landscape of the community as it existed around 1846.
- **Fruitlands:** "Amos Bronson Alcott," in *The New American Cyclopaedia: A Popular Dictionary of General Knowledge*, Volume I, ed. George Ripley and Charles A. Dana (New York: D. Appleton and Company, 1858), pp. 301–302. Fruitlands was a utopian project based upon agrarianism and transcendentalism, co-founded by Amos Bronson Alcott and Charles Lane.
- **Shakers:** David R. Lamson, *Two Years Experience Among the Shakers* (West Boylston: The Author, 1848), pp. 85–88. In this selection, Lamson describes the worship style of the Shakers through his own firsthand observation.

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KC-4.1.III.A

Voluntary organizations:

- **American Anti-slavery Society:** Theodore Weld, Angelina Grimké, and Sarah Grimké, *American Slavery as It Is: Testimony of a Thousand Witnesses* (New York: American Anti-Slavery Society, 1839), pp. 9–10. Founded in 1833 by William Lloyd Garrison and Arthur Tappan, the American Anti-Slavery Society sought the immediate end to slavery in the United States and used a variety of methods in an effort to persuade Americans that slavery was inhumane and should be abolished, including publishing *American Slavery as It Is*, which compiled first-hand accounts of slavery.
- **American Bible Society:** William Peter Strickland, *History of the American Bible Society, Revised, and Brought Down to the Present Time* (New York: Harper and Brothers, 1856), pp. 24–25. The American Bible Society was a collaborative effort brought to fruition by different Protestant ministers in 1816 with the goal to distribute Bibles more widely, both in the United States and abroad.
- **Boston Female Anti-Slavery Society:** Boston Female Anti-Slavery Society, "Constitution of the Boston Female Anti-Slavery Society," Boston, 1834. This document provides an abolitionist message from the perspective of northern women opposed to slavery.
- **Daughters of Temperance:** Martha Washington Salem Union No. 4, Daughters of Temperance, "Constitution and By-laws of the Martha Washington Salem Union No. 4 Daughters of Temperance," (April 10, 1846). The Daughters of Temperance was an early voluntary organization for women. Suggested excerpt: the Preamble of the Constitution.

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TOPIC 4.11
An Age of Reform

OPTIONAL ACTIVITY

Matching Claims with Evidence

If you selected the source by Grace Bustill Douglass, use this activity to develop students' ability to identify evidence used in a source to support an argument.

Duration: ~10 mins
Sequence: End of lesson

SUGGESTED SKILL

Claims and Evidence in Sources

3.B

Identify the evidence used in a source to support an argument.

1. Begin with a brief biography of Grace Bustill Douglass that includes her role in reform movements.
2. Provide students with the following claims and ask them to read the letter from Douglass and decide which claim best reflects her overall argument in the letter.
   - Enslavers use the presence of poverty in free African American communities as a justification for continuing enslavement.
   - Free African Americans enjoy many of the same luxuries as White people.
   - Even people with modest incomes can and should contribute money to help the poor.
   - The free African American community is too poor to participate in reform movements.
3. Display this list of details from the letter and ask students to select three details that they feel were used by the author as evidence to support the overall argument they chose in step 2.
   - "the many poor distressed… of our color with which the city… abounds"
   - "we had our parties and tea drinkings"
   - "a pair of morocco shoes cost $1.50, a pair of leather will do just as well and I shall have $.50 cents"
   - "a fine muslin dress cost $5. I can buy a very good calico one for three"
   - "plain silk… strings will last as long as the bonnet"

Close by displaying the letter and showing students how Douglass supports her argument with evidence. Emphasize that their ability to effectively analyze and understand arguments is important for history class and a wide range of academic and real-world situations.

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TOPIC 4.12
African Americans in the Early Republic

SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective L

Explain the continuities and changes in the experience of African Americans from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.1.III.B.ii

Antislavery efforts in the South were largely limited to unsuccessful rebellions by enslaved people.

KC-4.1.II.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.

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TOPIC 4.12
African Americans in the Early Republic

OPTIONAL SOURCES

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Examples and Sources

KC-4.1.III.B.ii

Rebellions by enslaved persons:

- **German Coast Uprising:** W. C. C. Claiborne, letter to Robert Smith, January 9, 1811, in Official Letter Books of W.C.C. Claiborne, 1801–1816, Volume V (Jackson: State Department of Archives and History, 1917), p. 95. In this letter, Claiborne, the governor of the Territory of Orleans, describes the events of the German Coast uprising.
- **Nat Turner:** Harriet Jacobs, *Incidents in the Life of a Slave Girl* (Boston: Published for the Author, 1861), pp. 97–99. Jacobs, an enslaved woman living in North Carolina close to the border with Virginia (who would later escape to the North and publish this autobiography), describes the aftermath of the Nat Turner rebellion (Note: language that may be inappropriate for the classroom is used on the page following this excerpt.)
- **1842 revolt in the Cherokee Nation:** Tiya Miles, *Ties That Bind: the Story of an Afro-Cherokee Family in Slavery and Freedom* (Chapel Hill: University of North Carolina Press, 2015), pp. 232–237. This book focuses on the lives of multiple generations of a mixed-race Cherokee family throughout the 19th century and includes a description of the 1842 revolt in the Cherokee Nation. Suggested excerpt: pages 232–237 beginning with "Webbers Falls, the original site…," and ending with "Like the fleeing Van Jones…"

KC-4.1.II.D

African American communities and strategies:

- **African Meeting House in Boston:** Charles Shaw, *A Topographical and Historical Description of Boston, from the First Settlement of the Town to the Present Period: with Some Accounts of Its Environs* (Boston: Oliver Spear, 1817), pp. 269–270. Built by the free Black community in Boston in 1806, the African Meeting House served as a church, a school, and a meeting place for abolitionists and community organizations.
- **Omar Ibn Said:** Omar Ibn Said, "The Life of Omar Ibn Said," trans. Isaac Bird (1831), pp. 4–6. Oman Ibn Said was an educated Muslim born in Africa. He spent his later life enslaved in the United States. In this autobiography, he describes his early life, arriving in the United States, and resisting enslavement. Suggested excerpt: begin with "My name is Omar Ibn Seid" to "…I stayed in the hands of Jim Owens."
- **Congo Square:** Rashauna Johnson, *Slavery's Metropolis: Unfree Labor in New Orleans during the Age of Revolutions* (New York: Cambridge University Press, 2017), pp. 117–124. Johnson explores the multiple meanings of Congo Square. Suggested excerpt: the section titled "Place Congo" in Chapter 3.

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- **James Forten:** James Forten, "Letters from a Man of Colour, on a Late Bill before the Senate of Pennsylvania," 1813. Born free in Philadelphia in 1766, abolitionist and businessman James Forten wrote a series of five letters in response to the Pennsylvania senate's bill that proposed to ban people of color from the state. He signed the letters "A Man of Colour."
- **Freedom's Journal:** "To Our Patrons," *Freedom's Journal*, March 16, 1827, p. 1. Published in New York City and founded by John Russwurm and Samuel Cornish, *Freedom's Journal* (1827–1829) was the first newspaper owned and operated by African Americans in the United States. The first article of the first issue of March 16, 1827, is an editorial explaining why the newspaper was needed and the objectives for its publication.

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TOPIC 4.12
African Americans in the Early Republic

OPTIONAL ACTIVITY

Close Reading

Students develop a process for analyzing an author's argument. This activity can be done in a few minutes during class for short sources or assigned as homework for longer readings. Choose one of the optional secondary sources suggested for this topic and complete each of the steps listed below for this source.

Duration: ~20 mins to 40 mins
Sequence: Anytime

SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

1. Ask students to read the source and think about what the author is trying to explain.
   - What do you think the passage is about?
   - Describe what the passage is about in a few of your own words in the margin next to the passage.
2. Guide students to look at the source again and consider the author's claim.
   - Can you identify where the author has made their point or claim clearly in one place?
   - Underline the place where you see the main point or claim written in the passage.
3. Ask students to think about the author's reasoning.
   - Does the author give any reasons for making the claim?
   - What reasons does the author include for why they are making their claim or why they think they are right?
   - Put parentheses around any of the author's reasons for making their claim.
4. Ask students to look for evidence in the source.
   - Does this passage include any evidence that supports the claim? What 'proof' does the author include to show their claim is a strong one?
   - Circle any evidence that you think supports the author's claim.
5. Ask students to evaluate the author's claim.
   - Do you think the author's claim is accurate? Look at your class notes or conduct additional research to identify evidence, not provided in the source, to either support or refute the author's claim.
   - At the bottom of the passage, identify your position on the author's claim and explain how the evidence you identified supports or refutes the author's claim.

Review the students' work to confirm that they are able to identify claims, reasoning, and evidence in the source. Emphasize that their ability to effectively analyze, understand, and support or refute arguments is important for history class and a wide range of academic and real world situations.

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UNIT 4

TOPIC 4.13
The Society of the South in the Early Republic

Required Course Content

THEMATIC FOCUS

Geography and the Environment GEO

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 4: Learning Objective M

Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.3.II.B.ii

In the South, although the majority of Southerners owned no enslaved persons, most leaders argued that slavery was part of the Southern way of life.

KC-4.2.III.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.

KC-4.3.II.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.

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

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TOPIC 4.13
The Society of the South in the Early Republic

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-4.3.II.B.ii

Southern perspectives:

- **John C. Calhoun:** John C. Calhoun, "Slavery as a Positive Good" (speech, Washington D.C., February 6, 1837). Calhoun shifts the defense of slavery from a "necessary evil" to a "positive good" in this 1837 speech in Congress.
- **Zephaniah Kingsley:** Zephaniah Kingsley, *A Treatise on the Patriarchal, or Co-Operative System of Society* (1829), 2nd ed., Preface, p. 6. Born a British Quaker, Kingsley of South Carolina became both an enslaver and advocate for enslaved people. His Treatise both praises and condemns the institution of slavery in the United States.

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OPTIONAL ACTIVITY

Think, Pair, Share

In this activity, students look for evidence of a cause or effect in a historical source. Select one of the suggested primary sources for topic 4.13. Distribute copies of the description of the AP U.S. History Themes found on page 21 of this Course and Exam Description.

Duration: ~20 mins
Sequence: End of lesson

1. Ask students to read the source and respond to the following questions independently.
   - Which AP U.S. History Theme does this source most relate to?
   - Why did you choose this theme?
   - What can this source teach you about the theme you chose?
   - Does this source provide evidence of a cause or effect related to this theme?
2. Ask students to compare their work to a classmate that chose the same theme. Guide them to take a second look at the source to see if they can find evidence of both cause and effect related to the theme.

Ask a few students to share their work and discuss how historians use primary sources to learn about both cause and effect in the past. If the theme most students chose to focus on is different from the Thematic Focus for this topic (Geography and the Environment) extend the discussion by asking students if the source is helpful for learning about the theme of Geography and the Environment as well.

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

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SUGGESTED SKILL

Argumentation

6.C

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

AVAILABLE RESOURCES

- External Resource > Gilder Lehrman Institute's AP U.S. History Study Guide
- Professional Development > Teaching and Assessing Module—Period 4: 1800–1848, Focus on Research "Making Historical Connections"

TOPIC 4.14
Causation in Period 4

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 4: Learning Objective N

Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

REVIEW: UNIT 4 KEY CONCEPTS

KC-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.

KC-4.1.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.

KC-4.1.II

While Americans embraced a new national culture, various groups developed distinctive cultures of their own.

KC-4.1.III

Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

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LEARNING OBJECTIVE

Unit 4: Learning Objective N

Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

REVIEW: UNIT 4 KEY CONCEPTS

KC-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.

KC-4.2.I

New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

KC-4.2.II

The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.

KC-4.2.III

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

KC-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.

KC-4.3.I

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

KC-4.3.II

The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

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TOPIC 4.14
Causation in Period 4

OPTIONAL ACTIVITY

Self/Peer Revision

Students review content from period 4 while drafting and refining essay outlines to develop their ability to use historical reasoning to structure their arguments.

Duration: ~50 mins
Sequence: Anytime

SUGGESTED SKILL

Argumentation

6.C

Use historical reasoning to explain relations among pieces of historical evidence.

1. Display the AP U.S. History Reasoning Processes from this Course and Exam Description (page 17). Discuss each process, give examples, and emphasize the importance of using one of these approaches to structure their argument in essays.
2. Organize students into pairs and assign each group member one of the prompts below.
   - Evaluate the relative importance of causes of reform activity in the United States in the period from 1800 to 1848.
   - To what extent did political parties contribute to the development of national unity in the United States between 1790 and 1840?
3. Working independently, ask each student to draft three thesis statements for their prompt, one for each reasoning process. To help students get started, provide the following example:
   - Evaluate the extent to which changes in electoral politics influenced the development of democracy between 1820 and 1840.
   - Comparison: Changes in electoral politics significantly expanded democracy for White men, but the impact was much different for women and African Americans because they didn't receive the right to vote.
   - Causation: The expansion of voting rights to all White men led to political campaigning by candidates for government offices.
   - Continuity and Change: In the period from 1820 to 1840 the number of people involved in the political process increased through the expansion of access to voting and more participation in reform movements. However, the function of the government in the period largely remained consistent.
4. Ask students to take turns sharing their thesis statements with their partner. Ask the groups to discuss each thesis and decide which approach they believe is best for organizing an essay in response to each prompt. Instruct partners to provide feedback on the selected thesis statements so the original author can refine and improve their thesis.
5. Ask students to independently draft an outline or complete a graphic organizer for the essay based on the thesis they selected and refined in step 4. Instruct students to take turns sharing their outlines and provide feedback on how well their partner used the reasoning process to organize their essay. Ask students to revise their outlines based on their partner's feedback.

Debrief this activity by leading a discussion about the importance of planning ahead when writing essays. Emphasize that, as the author, they can choose the reasoning process(es) they feel is best, but the essay must be organized and coherent.

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AP U.S. HISTORY

UNIT 5

Period 5: 1844–1877

10–17%
AP EXAM WEIGHTING

~17
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 5

Multiple-choice: ~30 questions
Short-answer: 2 questions

- Secondary source (2 sources)
- No stimulus

Free-response: 2 questions

- Long essay (partial)
- Document-based (partial)

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UNIT 5

10–17% AP EXAM WEIGHTING | **~17** CLASS PERIODS

Period 5: 1844–1877

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~17 CLASS PERIODS
	5.1 Contextualizing Period 5	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
GEO	**5.2 Manifest Destiny**	Causation	1.B Explain a historical concept, development, or process.	
WOR	**5.3 The Mexican–American War**	Causation	3.C Compare the arguments or main ideas of two sources.	
NAT	**5.4 The Compromise of 1850**	Comparison	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ARC, SOC	**5.5 Sectional Conflict: Regional Differences**	Comparison	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
PCE	**5.6 Failure of Compromise**	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
	5.7 Election of 1860 and Secession	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
WOR	**5.8 Military Conflict in the Civil War**	Comparison	5.A Identify patterns among or connections between historical developments and processes.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~17 CLASS PERIODS
NAT	**5.9 Government Policies During the Civil War**	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
PCE	**5.10 Reconstruction**	Causation	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
NAT	**5.11 Failure of Reconstruction**	Continuity and Change	3.C Compare the arguments or main ideas of two sources.	
	5.12 Comparison in Period 5	Comparison	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 5. Review the results in class to identify and address any student misunderstandings.

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TOPIC 5.1
Contextualizing Period 5

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 5: Learning Objective A

Explain the context in which sectional conflict emerged from 1844 to 1877.

PREVIEW: UNIT 5 KEY CONCEPTS

KC-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.

KC-5.1.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.

KC-5.1.II

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

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LEARNING OBJECTIVE

Unit 5: Learning Objective A

Explain the context in which sectional conflict emerged from 1844 to 1877.

PREVIEW: UNIT 5 KEY CONCEPTS

KC-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.

KC-5.2.I

Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.

KC-5.2.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.

KC-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.

KC-5.3.I

The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate enslaved people eventually led to the Union military victory over the Confederacy in the devastating Civil War.

KC-5.3.II.i

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.

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OPTIONAL ACTIVITY

Explaining Historical Context

In this activity students practice contextualizing by using developments in period 4 to contextualize the Civil War.

Duration: ~30 mins
Sequence: End of lesson

1. Show students the "Unit at a Glance" for Period 4 in this Course and Exam Description. Remind them that Period 4 covered the years 1800–1848 which included part of the pre-war period.
2. Divide students into groups and assign each group one of the following broad developments or processes from before Period 5.
   - Westward expansion
   - Regional differences
   - Political controversies and compromises
3. Ask each group to write a sentence on the board—using the broad development they were given—to explain why the pre-war period can be considered a "Road to the Civil War."
4. Ask the entire class to choose the best response and then brainstorm one specific piece of historical evidence connected to the response they chose.
5. Show students the "Unit at a Glance" for Period 5 in this Course and Exam Description and ask them to focus on topics 5.2–5.7 to identify how each can be related to the broad developments and processes from Step 2.

   Possible answers:

   - Westward expansion: Topic 5.2 (Manifest Destiny) and Topic 5.3 (The Mexican–American War)
   - Regional differences: Topic 5.5 (Sectional Conflict: Regional Differences)
   - Political controversies and compromises: Topic 5.4 (The Compromise of 1850), Topic 5.6 (Failure of Compromise), and 5.7 (Election of 1860 and Secession)
6. As a class, write a few sentences that explain how the Civil War, which will be covered in Topics 5.8 and 5.9, may have been influenced by events, developments, or processes unfolding in the nation during period 4 and the first part of period 5.

Conclude the activity with a class prediction of how the Mexican–American War may have influenced the Civil War. Remind students that historical context is established through broad developments and processes, but is ultimately explained with specific pieces of evidence

TOPIC 5.1
Contextualizing Period 5

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

TOPIC 5.2
Manifest Destiny

Required Course Content

THEMATIC FOCUS

Geography and the Environment GEO

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 5: Learning Objective B

Explain the causes and effects of westward expansion from 1844 to 1877.

HISTORICAL DEVELOPMENTS

KC-5.1.I.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.

KC-5.1.I.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; however, this frequently provoked competition and violent conflict.

KC-5.1.I.D

Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.

KC-5.1.I.E

U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

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OPTIONAL SOURCES

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Examples and Sources

KC-5.1.I.A

Increased migration to and settlement in the West:

- **Mormon Migration:** Brigham Young, "The Pioneers – Capabilities and Settlement of the Great Basin – Exhortation to Faithfulness" (speech, Salt Lake City, July 24, 1852). In this speech at the Mormon Tabernacle in Salt Lake City, Young commemorates the 5-year anniversary of the first Mormon settlers in Utah.
- **Pacific Mail Steamship Company:** "On Board the Pacific Mail Steamship 'Alaska'," *Harper's Weekly*, May 20, 1876, pp. 408–409. University of California, Berkeley, Bancroft Library. This drawing depicts the Pacific Mail Steamship Company, which operated routes from San Francisco to Hong Kong, Yokohama, and Shanghai, carrying many Asian immigrants to California in the second half of the 19th century.
- **Willamette Valley:** Elijah Bristow, letter to his family, April 4, 1847, in *Illinois Journal*, November 11, 1847. This letter is from one of the first emigrants in Oregon's Willamette Valley to his family in Illinois. He describes the resources in Oregon and economic opportunity for emigrants, as well as the difficulties emigrants face.
- **Luzena Wilson:** Luzena Wilson, "Luzena Stanley Wilson, '49er: Memories Recalled Years Later for her Daughter Correnah Wilson Wright" (1937). In these memoirs, Wilson recalls her migration to California and experiences during the Gold Rush. Suggested excerpts: Chapter 2 and the beginning of Chapter 6 to the paragraph ending "…I retired from active business in the kitchen."

KC-5.1.I.B

Advocates of annexing western lands:

- **John O'Sullivan:** John O'Sullivan, "Annexation," *The United States Magazine and Democratic Review,* Volume 17 (New York: 1845), 5–10. In this article, O'Sullivan, the editor of the *Democratic Review*, coins the term Manifest Destiny and argues that the U.S. is destined to control Texas, California, and all of North America.
- **James K. Polk:** James K. Polk, "Inaugural Address" (speech, Washington, D.C., March 4, 1845). Polk's 1845 inaugural address promotes expansion through the annexation of Texas. Suggested excerpt: The second half of the speech beginning with "The Republic of Texas has made…"

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- **Francis A. Walker:** Francis A. Walker, *The Indian Question* (Boston: James R. Osgood and Co., 1874), pp. 62–82, 98–100. In this book, Walker, an Army officer and Commissioner of Indian Affairs, outlines his preferred policy of solving the "Indian Question" by forcing Indigenous people onto reservations and gradually instructing them in "civilization."

KC-5.1.I.E

Initiatives to create more ties with Asia:

- **Treaty of Kanagawa:** Millard Fillmore, "From Millard Fillmore, President of the United States of America, to His Imperial Majesty, the Emperor of Japan, November 13, 1852," in *Narrative of the Expedition of an American Squadron to China and Japan*, compiled by Francis L. Hawks (Washington, D.C.: A.O.P. Nicholson, 1856), vol. 1, pp. 256–259. In this letter, which would lead to the Treaty of Kanagawa, Fillmore asks the Emperor of Japan to open trade with the United States.
- **Treaty of Wangxia:** "Treaty of Peace, Amity, and Commerce, Between the United States of America and the Chinese Empire," July 3, 1844. This is the first official treaty between the United States and China, which China agreed to after the Opium War (1839–1842) against Great Britain. Suggested excerpts: Articles XVIII, XIX, XXI, XXX and XXXII.

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OPTIONAL ACTIVITY

Explaining Historical Events through Maps

In this activity students explain the historical concept of Manifest Destiny using John O'Sullivan's "Annexation."

Duration: ~40 mins
Sequence: Anytime

1. For homework, ask students to read their textbook's coverage of the concept of Manifest Destiny. Then, in class, provide all students with a blank political map of North America and have them pair up to complete this activity.
2. Ask students to label and demarcate each of the following areas associated with Manifest Destiny:
   a. Texas
   b. California
   c. Utah Territory
   d. New Mexico Territory
   e. Oregon Country
3. Ask students to describe one or two specific reasons why many Americans advocated for westward expansion in each of these regions and add those reasons to the map. Students should use the notes taken from reading their textbook. Allow them to reference their textbook and/or the internet in class if they are missing information about any of the areas.

   Possible answers:

   - Texas: plantation agriculture
   - California: gold and trade with Asia
   - Utah: religious freedom
4. Ask them to read the O'Sullivan source for the overall ideological motivations it reveals and to develop a deeper understanding of the concept. Ask each pair to write two sentences at the top of their map explaining the historical concept of Manifest Destiny.

To conclude, ask at least two pairs of students to share their explanation of how the concept of Manifest Destiny was used to justify westward expansion during the 1840s. This visual representation can serve as a quick way to review the historical concept of Manifest Destiny.

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

TOPIC 5.3
The Mexican–American War

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 5: Learning Objective C

Explain the causes and effects of the Mexican–American War.

HISTORICAL DEVELOPMENTS

KC-5.1.I.C

The United States 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.

KC-5.1.II.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.

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Examples and Sources

KC-5.1.I.C

Questions about the status of slavery:

- **Frederick Douglass:** Frederick Douglass, "War with Mexico," *North Star*, January 21, 1848. In this article from the abolitionist newspaper *North Star*, Douglass argues against the Mexican–American War, linking it to the interests of enslavers. Suggested excerpt: the first half of the article.
- **Henry David Thoreau:** Henry David Thoreau, "On the Duty of Civil Disobedience" (1849). Thoreau, writing amidst the Mexican–American War, expresses his opposition to the war, slavery, and government policy. Suggested excerpts: paragraphs 7 ("How does it become a man…") to 11 ("Practically speaking, the opponents of reform…") and paragraph 21 ("I do not hesitate to say") to 23 ("Under a government which imprisons…").

KC-5.1.I.C and KC-5.1.II.C

Indigenous people and Mexican Americans in the newly acquired lands:

- **Californios:** Richard Henry Dana, Jr., *Two Years Before the Mast: A Personal Narrative* (Boston: Fields, Osgood and Co., 1869), pp. 92–93. Dana relates his observations on the culture of the Californios – descendants of Spanish and Mexican settlers. Suggested excerpt: the text that begins with the paragraph that starts "The men in Monterey appeared…" on page 92 (near the end of Chapter XII).
- **Juan Cortina:** Juan Nepomuceno Cortina, "Juan Nepomuceno Cortina to the Inhabitants of the State of Texas, and especially to those of the City of Brownsville," in *Difficulties on the Southwestern Frontier*, 36th Congress, 1st session, 1860, House Executive Document, 52, pp. 70–72. Cortina issued this proclamation in 1859 after declaring the Republic of the Rio Grande independent from Texas and the United States. In this proclamation, Cortina lists the grievances of Mexicans living under American rule in Texas.
- **Comanchería:** Antonie Marschull (Mrs. Ernest Marschull), *Treaty of Peace by John O. Meusebach and Colonist with the Comanche Indians, March 2, 1847*, Texas State Library and Archives Commission. Meusebach organized a German settlement in Texas between the Llano and Colorado rivers, a region under the control of the Comanche. He met with ten Comanche leaders in 1847 to create and sign the Meusebach-Comanche Treaty.

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- **Mariano Vallejo:** Mariano Guadalupe Vallejo, "More Like a Pig Than a Bear," in *Historical and Personal Memoirs Relating to Alta California*, trans. Earl R. Hewitt (1875), Vol. 5: 1845–48, pp. 87–90, 93–98, 101–103, 106–107. This is the autobiography of Vallejo, a wealthy Californio who initially welcomed the transfer of California from Mexico to the United States but came to resent the way in which the new American government and soldiers treated Mexicans living in California.
- **Sand Creek Massacre:** John S. Smith, "Congressional Testimony of Mr. John S. Smith Washington," interview in Congress, March 14, 1865, in Joint Committee on the Conduct of the War, Massacre of Cheyenne Indians, 38th Congress, 2nd Session (Washington, 1865), pp. 4–11. In this document, Smith, a witness to the Sand Creek Massacre, describes the events and the role of U.S. officials.

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OPTIONAL ACTIVITY

Close Reading

If you chose Juan Cortina and Mariano Vallejo as examples of how some individuals of Mexican ancestry were treated after the Mexican–American War, have students compare the main ideas of the two suggested sources to identify similarities and differences.

Duration: ~30 mins
Sequence: Anytime

1. Ask students to carefully read the sources and identify one similarity between the main ideas in each. Guide students in underlining or highlighting the section in each source where they see a similarity.

   Possible answers:

   - Both sources address treatment of Mexicans and Mexican Americans by Anglo Americans.
   - Both sources characterize some actions as criminal (e.g., stealing lands and animals, etc.).

2. Ask students to identify one difference between the main ideas in each source. Instruct students to circle or, using another color, highlight the section in each source where they see a difference.

   Possible answer:

   - While Cortina supports separation from the United States, Vallejo is more receptive to being affiliated with the American political and economic systems.

3. Ask a few students to share their responses and briefly describe the most significant change for individuals of Mexican ancestry.

Close the activity with a class debrief. Review the timeline of conflicts between Mexico and the United States from 1836 to 1848, highlighting how questions arose about the status of individuals of Mexican ancestry after the U.S. acquired these western territories. Emphasize that making comparisons between sources is a useful approach to understanding historical developments, such as effects of military conflicts on particular populations.

SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 5.4
The Compromise of 1850

Required Course Content

THEMATIC FOCUS

American and National Identity NAT

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 5: Learning Objective D

Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.

HISTORICAL DEVELOPMENTS

KC-5.2.II.A

The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.

KC-5.2.II.B.i

The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850.

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OPTIONAL SOURCES

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Examples and Sources

KC-5.2.II.A

Controversy over slavery:

- **Jane Swisshelm:** Jane G. Swisshelm, "Mrs. Swisshelm's Letters…No. 11, Washington – Ross's Speech – Compromises Generally – Harris's Speech," *New-York Daily Tribune*, April 15, 1850, p 1. An abolitionist and women's rights advocate, Swisshelm was the owner and editor of the *Pittsburgh Saturday Visiter*. In this article (available from the Library of Congress), Swisshelm questions the value of compromise when it perpetuates the enslavement of people. Suggested excerpt: the second half of the article.
- **Daniel Webster:** Daniel Webster, "Seventh of March Speech" (speech, Washington D.C., March 7, 1850). Webster gave this address in support of the Compromise of 1850. It was a direct response to John C. Calhoun's speech "Union, or Disunion?" that opposed the admission of California as a free state. Suggested excerpt: the beginning of the speech to the sentence ending "…I shall have accomplished little" and from the paragraph beginning "Now, Sir, upon the general nature and influence of slavery…" to the paragraph ending "…which find vent and support in different parts of the Union."

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TOPIC 5.4
The Compromise of 1850

OPTIONAL ACTIVITY

Making Connections

Students explore how contextualization helps us better understand history. Start by selecting one of the sources suggested for this topic.

Duration: ~30 mins
Sequence: End of lesson

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

1. Ask students to read the source independently and write one sentence describing the historical development addressed in the source.
2. Ask students to compare their sentences with a classmate and discuss which AP Theme (page 21) is most relevant to this development.
3. Randomly assign each pair of students an AP Theme that is different from the one they selected in step 2.
4. Tell students to use their class notes or textbook to identify and describe a historical development related to the new theme that is happening at the same time or just before the development addressed in the source.
5. With their partners, ask students to draft a one paragraph response to this prompt:
   - Does understanding the historical development you described in step 4 provide a broader picture that helps you better understand the source? Why or why not?

Close this activity by discussing how to differentiate between relevant and irrelevant events when considering the historical context of a particular development. Ask a few students to share their paragraphs and lead a discussion about how placing events in context helps us better understand historical developments.

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TOPIC 5.5
Sectional Conflict: Regional Differences

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS

American and Regional Culture ARC

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 5: Learning Objective E

Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.

HISTORICAL DEVELOPMENTS

KC-5.1.II.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.

KC-5.1.II.B

A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.

continued on next page

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THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 5: Learning Objective F

Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.

HISTORICAL DEVELOPMENTS

KC-5.2.I.A

The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on enslaved 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.

KC-5.2.I.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 escapes, and sometimes expressing a willingness to use violence to achieve their goals.

KC-5.2.I.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-5.1.II.A

International migrants:

- **Kleindeutschland:** Stanley Nadel, *Little Germany: Ethnicity, Religion, and Class in New York City, 1845–80* (Chicago: University of Illinois Press, 1990), pp. 1–8. Nadel's introduction provides a description of New York's Kleindeutschland or Little Germany.
- **Margaret McCarthy:** Margaret McCarthy, letter to her parents, September 22, 1850. In this letter to her parents still in Ireland, Margaret McCarthy describes the opportunities and hardships for recent immigrants to the United States.
- **Six Chinese Companies:** "Memorial of the Six Chinese Companies: An Address to the Senate and the House of Representatives of the United States. Testimony of California's Leading Citizens Before the Joint Special Congressional Committee. Read and Judge Us" (San Francisco: Alta Print, December 8, 1877), identifier 325.251.Si9, Chinese in California, Online Archive of California. Organized in the 1850s, the Six Companies, a combination of organizations in the Chinese community of California, provided aid to Chinese immigrants in the region. While responding to anti-Chinese efforts in the state, the document describes the composition of the Chinese community in California and its role in the region's economy. Suggested excerpt: the first five pages.
- **St. Malo, Louisiana:** Lafcadio Hearn, "St. Malo: A Lacustrine Village of Louisiana," *Harper's Weekly*, March 31, 1883. In this article, the journalist reveals the Filipino roots of an American community in Louisiana. Established during the 1760s by Filipino seamen who had fled the Spanish galleon ships from the then Spanish colony of Manila, the area continued to be settled by Filipino fishermen and their families.
- **Tin How Temple:** Jonathan H. X. Lee, "Creating a Transnational Religious Community: The Empress of Heaven and Goddess of the Sea, Tianhou/Mazu, from Beigang to San Francisco," in *Religion at the Corner of Bliss and Nirvana: Politics, Identity and Faith in New Migrant Communities*, ed. Lois Lorentzen et al. (Durham: Duke University Press, 2009), pp. 169–171. The Tin How Temple (Tianhou Temple) was established in 1852 and is one of the oldest operating Chinese temples in the United States.
- **Isaac Mayer Wise:** Isaac Mayer Wise, *Reminiscences* (Cincinnati: Leo Wise and Company, 1901), pp. 312–314. Isaac Mayer Wise was involved in the American Reform movement of Judaism. In this section of his reminiscences, Wise recalls the 1855 Cleveland conference in which various rabbis (reform and orthodox) attempted to unite the American Jewish community.

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KC.5.1.II.B

Nativism:

- **Know-Nothing Party:** "Basic Principles of the American Party of Virginia" (1856), Duke University Libraries: Broadsides and Ephemera Collection. This one-page pamphlet lays out the platform of the Virginia chapter of the American Party, also known as the Know-Nothing Party.
- **Philadelphia Nativist Riots:** Zachary Schrag, "Episode 133: The 1844 Philadelphia Riots," interviewed Alina Scott, *15 Minute History*, https://15minutehistory.org, May 26, 2021. This is an episode of a podcast by the University of Texas history department. Historian Zachary Schrag narrates the story of the 1844 Philadelphia nativist riots and situates the riots within the context of the mid-19th-century nativist movement and immigration.
- ***People v. Hall*:** *People v. Hall*, 4 Cal. 399 (Cal., 1854). This ruling established the precedent that Chinese immigrants cannot testify against White citizens. Suggested excerpt: Chief Justice Hugh Murray's opinion.

KC-5.2.I.B

Abolitionists:

- **Martin Delany:** Martin Robison Delany, *The Condition, Elevation, Emigration, and Destiny of the Colored People of the United States* (1852), section III. Born free in Virginia in 1812, Delany was an abolitionist and physician who served in the Union Army during the Civil War. In Section III: American Colonization, he questions the motives of the American Colonization Society.
- **Frederick Douglass:** Frederick Douglass, "Oration, Delivered at Corinthian Hall Rochester (What to the Slave Is the Fourth of July?)" (speech, Rochester, 1852). Douglass uses the founding documents and Christianity in his critique of slavery. Suggested excerpt: begin with the paragraph that begins with "Fellow Citizens, I am not wanting in respect for the fathers of this republic…" and continue to the paragraph that ends "…Mark them!". Then pick up with "What, to the American slave, is your 4th of July?" and conclude with the paragraph that ends with "…rival."
- **Henry Highland Garnet:** Henry Highland Garnet, "An Address to the Slaves of the United States of America" (speech, Buffalo, 1843). At the National Convention of People of Color in 1843, Garnet delivered this speech calling on enslaved people to resist slavery. Suggested excerpt: paragraph beginning with "Brethren, the time has come...".
- **James McCune Smith:** James McCune Smith, "Speech to the National Council of the Colored People" (May 1855). Later printed in the *Anti-Slavery Bugle* on May 19, 1855. Smith delivered this speech in 1855 calling on free African Americans to assume leadership in the abolition movement. Suggested excerpt: the final portion of the speech beginning with "Although we may not readily see it, our position is not a hopeless one…".
- **Harriet Beecher Stowe:** Harriet Beecher Stowe, *Uncle Tom's Cabin; or, Life Among the Lowly* (Boston: John P. Jewett & Company, 1852). The anti-slavery novel *Uncle Tom's Cabin* was a top selling book of the nineteenth century. Suggested excerpt: the final portion of Chapter XXXIII, beginning with "She fixed her black eyes steadily on him...".

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- **Sojourner Truth:** Sojourner Truth, *The Narrative of Sojourner Truth*, ed. Olive Gilbert (Boston, 1850), pp. 124–126. Born enslaved in New York, Sojourner Truth provides a perspective of an enslaved woman's life and journey to freedom in the North. Suggested excerpt: the chapter "Her Last Interview with her Master.".
- **Harriet Tubman:** Parker Pillsbury, "Grand A. S. Convention in Auburn, New York," *Anti-Slavery Bugle*, January 21, 1860, p. 2. Tubman gave several speeches at antislavery and women's rights conventions in the late 1850s. Articles recounting her speeches frequently used a pseudonym (in this case Harriet Tribbman) to protect her from capture under the provisions of the Fugitive Slave Act. Suggested excerpt: the first two paragraphs of this letter to the editor.

KC-5.2.I.C

Defenses of slavery:

- **Mary Henderson Eastman:** Mary Henderson Eastman, *Aunt Phillis's Cabin: or, Southern Life as It Is* (Philadelphia: Lippincott, Grambo, & Co., 1852), pp. 257–262. This novel is a pro-slavery response to *Uncle Tom's Cabin*.
- **James Henry Hammond:** James Henry Hammond, "The Mudsill Theory" (speech, U.S. Senate, March 4, 1848). In this speech to the U.S. Senate, Hammond provides his justification for slavery.

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TOPIC 5.5
Sectional Conflict: Regional Differences

OPTIONAL ACTIVITY

Sourcing a Primary Document

If you selected the California Supreme Court case *People v. Hall,* use this activity to strengthen students' ability to explain the historical situation of a primary source. This activity should be used after a discussion about nativist sentiments toward Irish Catholic immigrants.

Duration: ~25 mins
Sequence: End of lesson

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

1. Guide students through a discussion about the definition of nativism.
2. Provide students with a brief background of the case before distributing individual copies of an excerpt that includes the first ten paragraphs (ending with "…regarded as the same type of the human species") and the eighteenth paragraph that starts "We have adverted…"
3. Lead students through a discussion that focuses on where nativist language is used in the excerpt and why the court would want to define Chinese who lived in America with this language.
4. Instruct students to write one or two sentences that explain how nativist sentiments against the Irish may have influenced the language used in the excerpts to describe and limit the rights of the Chinese in California.

Debrief this activity by selecting an exemplar response from the class and focus the discussion on how the student made a historical connection from information about nativism and the Irish to the information in the document.

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TOPIC 5.6
Failure of Compromise

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 5: Learning Objective G

Explain the political causes of the Civil War.

HISTORICAL DEVELOPMENTS

KC-5.2.II.B.ii

The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.

KC-5.2.II.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.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

AVAILABLE RESOURCE

- AP Professional Development > **Teaching and Assessing Module—Period 5: 1844–1877, Focus on Research "The Coming of the Civil War"**

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TOPIC 5.6
Failure of Compromise

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-5.2.II.B.ii

Failure to reduce conflict:

- **Anthony Burns Trial:** *The Boston Riot, and Trial of Anthony Burns* (Boston: Fetridge and Company, 1855), pp. 7–8. Born into slavery in Virginia, in 1854, Burns stowed away on a ship bond for Boston. In Boston, he was captured under the terms of the 1850 federal Fugitive Slave Act. His trial contributed to violent protests in the city. Suggested excerpt: the first three paragraphs.
- **Assault on Charles Sumner:** John L. Magee, "Southern Chivalry," 1856. Congressman Preston Brooks of South Carolina struck and seriously injured Senator Charles Sumner of Massachusetts regarding an alleged insult to a Brooks relative in Sumner's speech, "The Crime of Kansas." This political cartoon provides evidence of the growth of sectional tension.
- **Stephen Douglas:** Currier & Ives, "Stephen Finding His Mother," 1860. This lithograph was created in response to Douglas's role in the Kansas-Nebraska Act.

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OPTIONAL ACTIVITY

Making Historical Connections

If you selected the Anthony Burns case source, use this activity to strengthen students' ability to make historical connections. Because this case is situated within the context of a series of debates surrounding the issue of sectionalism and enslavement, use this activity after lessons that cover the Compromise of 1850 and the Kansas-Nebraska Act.

Duration: ~25 mins
Sequence: End of lesson

1. Distribute individual copies of pages 7 and 8 from the source, which starts after the heading, "The Public Meeting."
2. Instruct students to highlight specific examples from the document when the following are mentioned, referenced, or implied:
   - Free Soil Party
   - Abolitionism
   - Compromise of 1850
   - Fugitive Slave Law, 1850
   - Kansas-Nebraska Act
3. Ask students to select one of the examples from the list in step 2 and write a linkage statement that connects the example with the case of Anthony Burns and the debates over enslavement. It may help to create a checklist on the board for students to follow such as:
   - Step 1: Select example from list.
   - Step 2: Make a historical connection with Anthony Burns.
   - Step 3: Make a historical connection that explains the debates over enslavement in the period from 1840 to 1860.

Close the activity by emphasizing that historical events do not occur in vacuums; instead, they are connected and demonstrate how historical developments change over time.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 5.7
Election of 1860 and Secession

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 5: Learning Objective H

Describe the effects of Lincoln's election.

HISTORICAL DEVELOPMENTS

KC-5.2.II.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-5.2.II.D

Debates about secession:

- **Alexander Stephens:** Alexander Stephens, "Cornerstone Speech" (speech, Savannah, March 21, 1861). Stephens discusses slavery and its relationship to secession. Suggested excerpt: from the paragraph that begins "But not to be tedious…" to the paragraph that ends "…Creator had made unequal."
- **Virginia Secession Convention of 1861:** "How Virginia Was Voted Out of the Union," *Harper's Weekly*, June 15, 1861. On May 23, 1861, the governor of Virginia, John Letcher, declared that Virginians had voted to secede from the Union, although the western counties of Virginia had not yet reported their votes. This cartoon depicts the secession of Virginia.

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TOPIC 5.7
Election of 1860 and Secession

OPTIONAL ACTIVITY

Explaining Contextualization

If you selected the cartoon from *Harper's Weekly*, use this activity to support students' ability to explain broader historical events and developments using contextualization. This activity should follow a lesson on the debates surrounding and the subsequent processes of secession.

Duration: ~20 mins
Sequence: End of lesson

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

1. Instruct students to write an explanation for the difference in the debates about secession in various regions of the South, based on their notes or textbook.
2. Go over student responses from step 1 and fill in any information gaps. While there are many possibilities, items to look for include: difference in enslaved populations, socioeconomic status, and various reactions to specific events such as Lincoln's election.
3. Distribute individual copies of the cartoon and ask students to identify one reason why many people in the western portion of Virginia might have disagreed with secession and what the cartoon implies about the process associated with secession.
4. Instruct students to contextualize Southern states' secessions by referencing broader historical processes and their relationship to these secessions. Their answers should be three to four sentences long and should also use at least two pieces of specific evidence to explain secession. Encourage students to use the information from steps 1 and 2 to help formulate a response.

Close the activity by using an exemplary response from a student who demonstrated the ability to use specific evidence to contextualize the act of secession.

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TOPIC 5.8
Military Conflict in the Civil War

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 5: Learning Objective I

Explain the various factors that contributed to the Union victory in the Civil War.

HISTORICAL DEVELOPMENTS

KC-5.3.I.A

Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.

KC-5.3.I.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.

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TOPIC 5.8
Military Conflict in the Civil War

OPTIONAL SOURCES

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Examples and Sources

KC-5.3.I.A

Home front opposition:

- **New York City Draft Riot:** "The Riot in Lexington Avenue," in *The Great Riots of New York, 1712 to 1873. Including a Full and Complete Account of the Four Days' Draft Riot of 1863*, by J.T. Headley (New York: E.B. Treat, 1873), p. 169. This engraving depicts Lexington Avenue and Forty-Seventh Street on the afternoon of July 13, 1863.
- **Richmond Bread Riot:** *Frank Leslie's Illustrated Newspaper*, "Southern women feeling the effects of the rebellion, and creating bread riots," May 23, 1863. As a result of economic hardship brought on by the Civil War, about 5,000 people (mostly women) sacked shops and stores in Richmond, Virginia. This illustration from a New York newspaper depicts the unrest.

KC-5.3.I.D

Confederate successes:

- **Battles of Bull Run/Manassas:** Solomon Bamberger, *Map of the Battles of Bull Run Near Manassas* (Richmond: West & Johnston, 1861). The battlefield located along the small stream in northern Virginia is known by two different names, Bull Run and Manassas. On July 21, 1861 Union and Confederate forces clashed resulting in a Union retreat. On August 29 and 30, 1862, Union and Confederate forces again clashed in that area and again, Union forces retreated.
- **Fort Sumter:** George T. Perry, *Part of Charleston Harbor, embracing forts Moultrie, Sumter, Johnson, and Castle Pinckney, also Sullivan, James & Morris islands; and showing the position of the Star of the West, when fired into from Morris Island, [map]* (Philadelphia: P.S. Duval & Son, 1861). On April 12, 1861, after negotiations and attempts to resupply failed, Confederate forces fired on the fort, starting the military phase of the Civil War. Ft. Sumter stayed under Confederate control until February 22, 1865.
- **Robert E. Lee:** George B. McClellan, letter to Edwin Stanton, June 28, 1862 in *The War of the Rebellion, A Compilation of the Official Records of the Union and Confederate Armies*, Series I, Volume XI, Part I (Washington, D.C.: Government Printing Office, 1884), p. 61. The Peninsula Campaign, of 1862, was an attempt by Union General George B. McClellan to capture the Confederate capital at Richmond. Lee received the command of Confederate forces during the campaign and won his first battle against the Union at Gaines' Mill, effectively stopping the Union advance to Richmond. In this letter to Secretary of War Edwin Stanton, McClellan discusses his loss to Lee's forces.

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Union successes:

- **Battle of the Wilderness:** James M. McPherson, *Battle Cry of Freedom: The Civil War Era* (New York: Oxford University Press, 1988), pp. 725–728. The opening engagement of General Ulysses S. Grant's "Overland Campaign of 1864," the Battle of the Wilderness of May 5–7, 1864, for the first time pitted Grant against Confederate General Robert E. Lee. On pages 725–728, McPherson describes Grant's strategy during the battle.
- **Ulysses S. Grant:** Currier & Ives, "The Old Bull Dog on the Right Track," 1864. This cartoon mocks the military failures of the 1864 Democratic presidential candidate and former general George McClellan while celebrating the recent success of his replacement General Ulysses S. Grant.
- **Railroad networks:** James T. Lloyd, *Lloyd's American Railroad Map, Showing the Whole Seat of War*, New York, 1861. The Union's railroad networks provided an advantage evident in this map.
- **William T. Sherman:** William T. Sherman, "Special Field Orders No. 120" (November 9, 1864). Issued just prior to the Union Army's departure from Atlanta for Savanah, this order outlined the extent to which Union soldiers were authorized to seize and destroy property. Suggested excerpts: Lines IV to VI.

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TOPIC 5.8
Military Conflict in the Civil War

OPTIONAL ACTIVITY

Comparing Documents

If you chose Robert E. Lee as an example of Confederate success and William T. Sherman as an example of Union success, have students compare McClellan's letter to Stanton with Sherman's field order to identify the causes of change over time.

Duration: ~30 mins
Sequence: End of lesson

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

1. Introduce McClellan's letter to Stanton with the background information on the Peninsula Campaign provided in the source description.
2. Ask students to read the letter and use the source to provide a brief characterization of how well the Union and Confederacy were each doing in the war in 1862.
3. Introduce Sherman's field order with a brief explanation of the Union's actions in Georgia in 1864.
4. Ask students to read the field order and use the source to provide a brief characterization of how well the Union and Confederacy were each doing in the war in 1864.
5. Using their textbooks or class notes have students identify two events or developments that occurred between 1862 and 1864 that might help them understand the change reflected in the documents.

To close, ask a few students to share their events or developments and lead a discussion on how changes in Union leadership (like Lincoln's decision to replace McClellan with Grant) and strategy (like Sherman's destruction of southern infrastructure) contributed to the Union victory.

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TOPIC 5.9
Government Policies During the Civil War

Required Course Content

THEMATIC FOCUS

American and National Identity NAT

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 5: Learning Objective J

Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.

HISTORICAL DEVELOPMENTS

KC-5.3.I.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.

KC-5.3.I.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.

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

AVAILABLE RESOURCE

- Professional Development > **Teaching and Assessing Module—Period 5: 1844–1877, Focus on Research "Focus on Emancipation"**

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TOPIC 5.9
Government Policies During the Civil War

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-5.3.I.B

African Americans in the Union Army:

- **First South Carolina Volunteer Infantry Regiment:** Seth Rogers, letter to his family, January 21, 1863. Rogers, a lifelong abolitionist from Vermont, served as the surgeon for the First South Carolina Volunteer Infantry Regiment. In this letter he describes an army officer's appreciation for the African American men serving in the regiment.
- **Susie King Taylor:** Susie King Taylor, *Reminiscences of my Life in Camp with the 33d United States Colored Troops Late 1st S.C. Volunteers* (Boston: Published by the Author, 1902), pp. 23–26, 42–43. Taylor gained freedom during the war and accompanied the Union military as a nurse. In this text, she provides a description of her life with the First South Carolina Volunteer Infantry Regiment.

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OPTIONAL ACTIVITY

Think, Pair, Share

If you selected Susie King Taylor as an example of African American service in the Union Army, use this activity to help students understand the importance of considering the author's point of view when reading historical documents.

Duration: ~15 mins
Sequence: End of lesson

1. Provide students with this brief bulleted biography of the author.
   - Taylor was born into slavery in Savannah, Georgia.
   - Georgia restricted education for enslaved people; however Taylor's grandmother arranged for her to attend secret schools where she learned to read and write.
   - Taylor escaped slavery with her uncle by fleeing to the Union Army.
   - Taylor supported the African American First South Carolina Regiment of the Union Army as a laundress, nurse, and educator.
   - Taylor married a sergeant in the First South Carolina Regiment in 1862.
   - After the war, Taylor joined the Women's Relief Corps, Auxiliary to the Grand Army of the Republic. As a member of this organization, she helped Union veterans.
2. Explain that, like everyone else, historical figures are influenced by their life experiences. Ask students to read the excerpt of *Reminiscences of my Life in Camp* and consider which bullets from the list most likely influenced or shaped Taylor's description of events she witnessed.
3. Ask students to share their conclusions with a classmate and work together to answer the following questions.
   - Which elements of the author's life do you think would most influence or impact her view on African American service in the Union army?
   - How do you think such experiences shaped her account of the events she describes?

Ask a few students to share their answers. Use one of the stronger responses to explain why understanding the author's point of view is important when using a source in a historical argument.

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

AVAILABLE RESOURCES

- Classroom Resources > **"Voting Rights Since the Fifteenth Amendment"**
- Professional Development > **Teaching and Assessing Module—Period 5: 1844–1877, Focus on Research "Interpretations of Reconstruction"**

TOPIC 5.10
Reconstruction

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 5: Learning Objective K

Explain the effects of government policy during Reconstruction on society from 1865 to 1877.

HISTORICAL DEVELOPMENTS

KC-5.3.II.ii

Reconstruction 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.

KC-5.3.II.A

The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.

KC-5.3.II.B

The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.

KC-5.3.II.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 formerly enslaved persons but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-5.3.II.ii

Debates over citizenship:

- **American Freedmen's Inquiry Commission Report:** Robert Dale Owen, James McKaye, and Samuel Howe, *Final Report of the American Freedmen's Inquiry Commission to the Secretary of War* (New York: Office of the American Freedmen's Inquiry Commission, May 15, 1864), pp. 98–100, 109–110. This report provides a summary of the Commission's main recommendations, including that freedmen be treated as equal citizens, and that the Freedmen's Bureau should help formerly enslaved people transition to freedom. Suggested excerpts: the first paragraphs of chapter 3, ending with the paragraph that ends "What that precise position will be..", and the final paragraphs of the chapter beginning with "As regards the question, What amount of aid and interferences..." to the end of the chapter.
- **Frederick Douglass:** Frederick Douglass, "The Composite Nation" (speech, Boston, 1867). Douglass delivered this speech in 1867, arguing that now that slavery is abolished, the United States should celebrate its identity as a "composite nation" made up of various races. In this speech, Douglass argues that Chinese Americans should be naturalized as American citizens. Suggested excerpt: from the paragraph that begins "There was a time when even brave men..." to the paragraph that begins with "And here I hold that a liberal and brotherly...".
- **Thaddeus Stevens:** Thaddeus Stevens, "Reconstruction" (speech, U.S. House of Representatives, January 3, 1867). In this speech, Stevens expresses his support for the Reconstruction Acts being considered by Republicans in Congress. He mentions support for confiscating rebel property and for African American male suffrage. Suggested excerpt: the paragraph that starts: "It is to be regretted that inconsiderate and incautious Republicans..." to the end of the speech.
- **Swing Around the Circle:** David Ross Locke (under the pseudonym Petroleum V. Nasby), "How the President went into the Excursion – How he came out of the Excursion", in *Swinging Round the Circle; or, Andy's Trip to the West* (New York: The American News Company, 1866), #18. By the 1866 congressional election, Johnson was struggling to maintain support for his Reconstruction policies. He launched a speaking tour to try and gain support by appealing directly to the people, known as the "Swing Around the Circle." This a political cartoon depicts Johnson both before and after his speaking tour.

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KC-5.3.II.B

Emboldened and divided women's rights movement:

- **Susan B. Anthony:** *An Account of the Proceedings on the Trial of Susan B. Anthony on the Charge of Illegal Voting at the Presidential Election in Nov., 1872, and on the Trial of Beverly W. Jones, Edwin T. Marsh and William B. Hall, the Inspectors of Elections by Whom her Vote was Received* (Rochester: Daily Democrat and Chronicle Book Print, 1874), pp. 81–85. In January 1873, Anthony was prosecuted in federal court for voting in New York in 1872. In the exchange with the judge, Anthony argued that she was denied citizenship rights and the right to a trial by a jury of her peers.
- **American Woman Suffrage Association:** American Woman Suffrage Association, *Constitution of the American Woman Suffrage Association and the History of Its Formation* (Boston: Press of George H. Ellis, 1881). This pamphlet contains the constitution and brief background information on the organization. Suggested excerpts: the preamble, articles 1 and 2, and the signatures.
- ***Bradwell v. Illinois*:** *Bradwell v. The State*, 83 U.S. 16 (1872). Myra Bradwell sued the state of Illinois arguing that as a "citizen" under the new Fourteenth Amendment to the federal Constitution she had the right to be issued a state license to practice law in Illinois. The Supreme Court decided, 8–1, against her suit. Suggested excerpt: the syllabus and short decision.
- **Frances E. W. Harper:** Frances Ellen Watkins Harper, "We Are All Bound Up Together" (speech, National Woman's Rights Convention, New York, 1866). In this speech, advocating suffrage for women, Harper emphasizes the dual burden of racism and sexism faced by African American women.
- **National Woman Suffrage Association:** National Woman Suffrage Association: Constitution of the National Woman Suffrage Association, 1883. The National Woman Suffrage Association was formed in 1869 after the women's rights movement split. This constitution listed a variety of goals including securing the right to vote for women.
- **Mary Ann Shadd:** Mary Ann Shad Cary, "Speech to Judiciary Committee re The Right of Women" (speech, Washington, D.C., c. January 1871). In this speech, Shad Cary advocates for women's suffrage, calling for the removal of the word male from the Constitution.
- **Elizabeth Cady Stanton:** Elizabeth Cady Stanton, "The Destructive Male," (speech, Washington D.C., January 1, 1868). This address argues for the need to extend suffrage to women and explores gender roles as they were articulated in the mid-19th century.
- **Lucy Stone:** Lucy Stone, "Nature and Revelation and Woman's Right to Vote" (speech, New York, 1856). Stone was an abolitionist, suffragist, and women's rights activist. One of the founders of the American Woman Suffrage Association in 1869, she calls for universal suffrage in this speech.

KC-5.3.II.C

Efforts to reorder race relations:

- **Blanche K. Bruce:** Blanche K. Bruce, "Introducing a Resolution Appointing a Committee to Investigate Election Practices in Mississippi" (speech, U.S. Senate, March 31, 1876). Citing the increasing racial-political violence in Mississippi's 1875 elections, Bruce urged the Senate to investigate. Suggested excerpt: the final two paragraphs of the speech.

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- **Shaw University:** *Catalogue of Shaw University, 1876–'77* (Raleigh: Edwards, Broughton & Co., 1877). This catalogue, from the oldest historically Black college and university in the South, includes a variety of details about the institution in 1877. Suggested excerpts: the sections titled "Location" and "New Department Needed."
- **Hiram Revels:** Hiram Revels, "Call for the end of Segregated Schools" (speech, U.S. Senate, 1871) in *The Congressional Globe: Containing the Debates and Proceedings of the Third Session Forty-First Congress, 3rd Session, Part II*, 1871, pp. 1059–1060. In this Senate speech, Revels voices his opposition to segregated schools in Washington, D.C. Suggested excerpts: the final paragraphs of the speech beginning with "Let me ask, will establishing such schools..." to the end.
- **Union League:** Eric Foner, *Reconstruction: America's Unfinished Revolution: 1863–1877* (New York: History Book Club, 2005), pp. 281–291. In Chapter 7, "The Political Mobilization of the Black Community," Foner explains the role of the Union League in African American political life during Reconstruction.

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TOPIC 5.10
Reconstruction

OPTIONAL ACTIVITY
Close Reading

If you selected Frederick Douglass's "The Composite Nation" speech as an example of debates over citizenship, use this activity to help students develop a process for analyzing an author's argument.

Duration: ~30 mins
Sequence: Anytime

SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

1. Ask students to read the source and think about what the author is trying to explain.
   - What do you think the passage is about?
   - Describe what the passage is about in a few of your own words in the margin next to the passage.
2. Direct students to look at the source again and consider the author's claims.
   - Can you identify where the author has made claims in the passage?
   - Underline the place where you see claims written in the passage.
3. Ask students to think about the author's reasoning.
   - Does the author give any reasons for making the claims?
   - What reasons does the author include for why they are making their claims or why they think they are right?
   - Put parentheses around any of the author's reasons for making their claims.
4. Ask students to look for evidence in the source.
   - Does this passage include any evidence that supports the claims? What 'proof' does the author include to show his claims are valid?
   - Circle any evidence that you think supports the author's claims.
5. Ask students whether they can provide additional evidence, outside of the author's own evidence, to support one or two of the author's claims.
   - Look at your class notes or conduct additional research to identify evidence, not provided in the source, to support the author's claims.
   - At the bottom of the passage explain how the evidence you identified supports the author's claims.

Review the students' work to confirm that they are able to identify claims, reasoning, and evidence in the source. Emphasize that their ability to effectively analyze and understand arguments is important for history class and a wide range of academic and real-world situations.

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TOPIC 5.11
Failure of Reconstruction

Required Course Content

THEMATIC FOCUS

American and National Identity NAT

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 5: Learning Objective L

Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.

HISTORICAL DEVELOPMENTS

KC-5.3.II.D

Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Formerly enslaved persons 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.

KC-5.3.II.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.

SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

AVAILABLE RESOURCE

- Classroom Resources > **Essay from the American Organization of Historians and AP ("The Civil War, Emancipation, and Reconstruction on the World Stage")**

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TOPIC 5.11
Failure of Reconstruction

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

5.3.II.D:

Sharecropping:

- **Charles Roberts and Cooper Hughs:** Isham G. Bailey, contract with Cooper Hughs, and Charles Roberts, January 1, 1867. This contract is a representative example of the type of agreement forged between newly freedpeople and plantation owners in the years after the Civil War.

KC-5.3.II.E

Segregation, violence, Supreme Court decisions, and local political tactics:

- **Convict leasing systems:** *Journal of the House of Representatives of the State of Mississippi at a Regular Session Thereof, Convened in the City of Jackson, January 5, 1875* (Jackson: Pilot Publishing, 1875), p. 305. Six African American representatives to the Mississippi House wrote a statement protesting a bill to expand the convict lease system. The short "Explanation of Vote" has their four reasons for opposing the bill.
- **Camilla Massacre:** Philip Joiner, affidavit taken by O.H. Howard, Albany Georgia, September 23, 1868. In April 1868, thirty-three African American men were elected to the state legislature. White representatives expelled the African American representatives in early September of 1868. One of them, Philip Joiner, organized a march from Albany, Georgia to Camilla to protest the unconstitutional expulsion. Local White citizens in Camilla fired upon the marchers, killing between nine and fifteen people and wounding about forty others. In this affidavit, Joiner recounts the event.
- **Ku Klux Klan:** Thomas Nast, "The Union as it was, The lost cause, worse than slavery," *Harper's Weekly*, October 24, 1874, 878. On December 24, 1865, six former officers of the Confederacy formed a fraternal group that became an anti-African American, anti-Catholic, and anti-foreigner organization. This group used intimidation, terror, and physical violence to repress the African American population. This image captures Nast's concerns about the Ku Klux Klan.
- **Slaughterhouse Cases:** Eric Foner, *Reconstruction: America's Unfinished Revolution: 1863–1877* (New York: History Book Club, 2005), pp. 529–534. Foner explains the impact of the Slaughterhouse Cases on federal action and policy during Reconstruction. Suggested excerpt: "Retreat from Reconstruction" in Chapter 11.

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- ***United States v. Cruikshank*:** *United States v. Cruikshank*, 92 U.S. 542 (1875). Arising from the 1873 Colfax Massacre in Louisiana where between 70 and 150 African Americans were killed to prevent political organizing, the Supreme Court held in *U.S. v. Cruikshank* that the 14th Amendment did not reach the action of individuals or the states and, thus, no federal protection existed for those assaulted and killed. Suggested excerpt: pages 552–553 of the majority opinion (beginning with the line that begins "Only such existing rights…" and ending with the paragraph that begins "The third and eleventh counts…").

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TOPIC 5.11
Failure of Reconstruction

OPTIONAL ACTIVITY
Close Reading

If you chose the Slaughterhouse Cases and *United States v. Cruikshank*, have students compare the main ideas of the excerpts of the two sources to describe why Reconstruction can be considered a failure.

Duration: ~30 mins
Sequence: Anytime

SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

1. Provide students with page 529 of Foner's discussion of the Slaughterhouse Cases and pages 552–553 of the majority opinion in *United States v. Cruikshank*.
2. Divide the class into groups of 3 and ask each group to analyze the sources together for content and to extract the main ideas. Provide the following questions to help students get started:
   - What is each source about?
   - What does each source say about Constitutional rights?
   - What is the connection between these readings and Reconstruction?
3. Ask students to identify one similarity in the subject of each source.
4. Then, ask students to consider how both sources provide evidence of the failure of Reconstruction. Direct students to respond to the following question in a few sentences.
   - How did the court cases in both sources limit the power of the federal government and help bring an end to Reconstruction?
5. Ask a few groups to share their findings.

Close the activity with a class discussion on how both court decisions support the claim that Reconstruction was ultimately a failure. Emphasize that making comparisons between sources is a useful approach to understanding historical developments.

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TOPIC 5.12
Comparison in Period 5

SUGGESTED SKILL

Argumentation

6.C

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

AVAILABLE RESOURCE

- External Resource > Gilder Lehrman Institute's AP U.S. History Study Guide

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 5: Learning Objective M

Compare the relative significance of the effects of the Civil War on American values.

REVIEW: UNIT 5 KEY CONCEPTS

KC-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.

KC-5.1.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.

KC-5.1.II

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

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LEARNING OBJECTIVE

Unit 5: Learning Objective M

Compare the relative significance of the effects of the Civil War on American values.

REVIEW: UNIT 5 KEY CONCEPTS

KC-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.

KC-5.2.I

Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.

KC-5.2.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.

KC-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.

KC-5.3.I

The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate enslaved people eventually led to the Union military victory over the Confederacy in the devastating Civil War.

KC-5.3.II.i

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.

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OPTIONAL ACTIVITY

Self/Peer Revision

Students work together to review and refine draft essays, developing their ability to construct and support arguments using historical reasoning. They will review content from period 5 by drafting and refining an essay about the causes of the Civil War.

Duration: ~50 mins
Sequence: Anytime

1. In preparation, ask students to draft an essay in response to the following prompt (since this activity occurs mid-way through the course, the complexity requirement is omitted to support the incremental development of skills).
   - Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
   - Describe a broader historical context relevant to the prompt.
   - Support an argument in response to the prompt using specific and relevant examples of evidence.
   - Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
     - Evaluate the extent to which debates over slavery in the period from 1830 to 1860 led the United States into the Civil War.
2. Organize the class into pairs. Ask students to read essay sample 3A from the 2019 LEQ 3 found on AP Central and then discuss how well the response did each of the following.
   - Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
   - Describe a broader historical context relevant to the prompt.
   - Support an argument in response to the prompt using specific and relevant examples of evidence.
   - Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
3. Discuss sample 3A with the class. Ask students to explain how the essay does each of the bullets above. A scoring commentary for this essay is available on AP Central; this may be helpful for the discussion.
4. Now ask students to take turns reading and discussing their draft essays. Ask them to work together to refine and improve each others' essays.

Collect the revised draft essays. Review them and provide each student with feedback. Allow students to revise their essays based on your feedback. Collect the second draft of the essays and review them to gauge your students' progress toward developing contextualized arguments that are thesis driven, supported by evidence, and structured using historical reasoning.

TOPIC 5.12
Comparison in Period 5

SUGGESTED SKILL

Argumentation

6.C

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

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AP U.S. HISTORY

UNIT 6

Period 6: 1865–1898

10–17%
AP EXAM WEIGHTING

~18
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 6

Multiple-choice: ~35 questions
Short-answer: 2 questions

- No stimulus
- Primary source

Free-response: 1 question

- Document-based (partial)

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UNIT 6

10–17% AP EXAM WEIGHTING | **~18** CLASS PERIODS

Period 6: 1865–1898

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~18 CLASS PERIODS
	6.1 Contextualizing Period 6	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
MIG	**6.2 Westward Expansion: Economic Development**	Causation	1.B Explain a historical concept, development, or process.	
MIG	**6.3 Westward Expansion: Social and Cultural Development**	Causation	3.C Compare the arguments or main ideas of two sources.	
NAT	**6.4 The "New South"**	Continuity and Change	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.	
WXT	**6.5 Technological Innovation**	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
WXT	**6.6 The Rise of Industrial Capitalism**	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
WXT	**6.7 Labor in the Gilded Age**	Continuity and Change	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~18 CLASS PERIODS
MIG	**6.8 Immigration and Migration in the Gilded Age**	Continuity and Change	3.C Compare the arguments or main ideas of two sources.	
MIG	**6.9 Responses to Immigration in the Gilded Age**	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
SOC	**6.10 Development of the Middle Class**	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
SOC	**6.11 Reform in the Gilded Age**	Causation	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.	
PCE	**6.12 Controversies over the Role of Government in the Gilded Age**	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
PCE	**6.13 Politics in the Gilded Age**	Comparison	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
	6.14 Continuity and Change in Period 6	Continuity and Change	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.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 6. Review the results in class to identify and address any student misunderstandings.

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TOPIC 6.1
Contextualizing Period 6

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 6: Learning Objective A

Explain the historical context for the rise of industrial capitalism in the United States.

PREVIEW: UNIT 6 KEY CONCEPTS

KC-6.1

Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

KC-6.1.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.

KC-6.1.II

A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

KC-6.1.III

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

continued on next page

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LEARNING OBJECTIVE

Unit 6: Learning Objective A

Explain the historical context for the rise of industrial capitalism in the United States.

PREVIEW: UNIT 6 KEY CONCEPTS

KC-6.2

The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

KC-6.2.I

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

KC-6.2.II

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

KC-6.3

The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

KC-6.3.I

New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

KC-6.3.II

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

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OPTIONAL ACTIVITY

Explaining Historical Context

Students will create a graphic organizer to review content from periods 1–5 and predict how earlier historical developments might provide helpful context for understanding change and continuity in period 6.

Duration: ~20 mins
Sequence: Start of lesson

1. Draw a horizontal timeline across your white board. Begin with 1491 and end with 1877. Identify the beginning of period 6 on the timeline by drawing a long vertical line at 1865 from the top of the board to the timeline. To indicate the major historical developments in period 6, list the titles of topics 6.2 to 6.13 immediately to the right of this line in a column. Now add a few major events and developments to the timeline from periods 1–5. Include events that are both directly relevant to period 6 (like the market revolution and Manifest Destiny) and events that are less relevant (like the Columbian Exchange and Northwest Ordinance).
2. Divide students into pairs and ask them to discuss how the developments on the horizontal timeline from before 1865 might help them understand the historical developments in period 6, listed to the right of the vertical line at 1865.
3. Ask each pair to respond to the prompt below in a few sentences.
    - Predict how one development from before 1865 might help us understand a change or continuity related to one of the developments from the period after 1865.

Circulate the room to check the students' work. Ask a few students with accurate predictions to come to the board and draw a line connecting the two developments they selected and share their prediction. Conclude by briefly explaining how some developments on the horizontal timeline are more relevant to period 6 than others.

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

TOPIC 6.2
Westward Expansion: Economic Development

Required Course Content

THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 6: Learning Objective B

Explain the causes and effects of the settlement of the West from 1877 to 1898.

HISTORICAL DEVELOPMENTS

KC-6.1.III.A

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

KC-6.1.III.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.

KC-6.1.I.A

Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.

KC-6.2.II.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.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-6.1.III.A

Improvements in mechanization:

- **Mechanically produced barbed wire:** Frederic Remington, *The Fall of the Cowboy*, 1895, Amon Carter Museum of American Art. This painting, illustrates the end of an era, in part brought about by the advent of barbed wire. Barbed wire, invented in 1873, was widely used in the West to enclose private farm land. These fenced barriers made the open range ranching and cattle drives of the past impractical.
- **Steam-powered tractors:** John Deere & Company, "New Deal Gang Plow with Traction Engine Advertisement," State Historical Society of Iowa, 1889. While John Deere didn't manufacture tractors until after the turn of the century, they did produce "gang plows" for use with steam powered tractors. In this advertisement for plows suitable for use with steam powered tractors, John Deere highlights both the benefits and limitations of the new technology.

KC-6.1.III.B

Local and regional cooperative organizations:

- **Colored Farmers' Alliance:** Rev. J.L. Moore, "The Florida Colored Farmer's Alliance, 1891," *National Economist*, March 7, 1891. While farmers' organizations in this period are commonly associated with the West, the movement was extensive in the South as well. In this letter, the Rev. J.L. Moore argues that the needs of Black workers are ignored at the ballot box and calls for the creation of a new party for farmers and laborers, irrespective of race.
- **Farmers' Alliance:** *The Industrial Struggle: A History of the Farmers Alliance and Its Work From Its Incipient Stages in 1879 to the Culmination of a perfect National Organization*, Oct. 14, 1880 (Chicago: The Western Rural, 1893), p. 88. This source from a member of the Farmers' Alliance offers a view into the organization's rhetoric, tactics, and challenges. Suggested excerpt: begin with the line "Reforms are never accomplished in a twinkling..." (top of column 1 in the section titled "The Steady Pull") to the line that ends "...when right and justice rule in society."
- **The Grange:** American Oleograph Co., "I Feed You All!," c. 1875. This lithograph, inspired by the Grange, depicts farmers as a central part of American society.

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KC-6.2.II.A

New communities and centers of commercial activity:

- **Chinatown in Seattle:** Kornel Chang, *Pacific Connections: The Making of the U.S.-Canadian Borderlands* (Berkeley: University of California, 2012), pp. 35–41. Chang explores the role of Seattle businessman Chin Gee Hee in the economy of the Pacific Northwest. As a labor broker, Chin contributed to the growth of the Chinese community in the region.
- **Deadwood:** S. J. Morrow, "Deadwood in 1876, General view of the Dakota Territory gold rush town from a hillside above," 1876. John C. H. Grabill, "Deadwood. From Mt. Moriah," 1888. John C. H. Grabill, "The Race. The great Hub-and-Hub race at Deadwood, Dak., July 4, 1888, between the only two Chinese hose teams in the United States," July 4, 1888. J.C.H. Grabill, "Deadwood, South Dakota, Champion Chinese hose team of America," 1888. These photographs show the emergence and growth of Deadwood, South Dakota as a center of the Black Hills Gold Rush in the 1870s.
- **Dodge City:** "The Cattle Drive," *Dodge City Times*, February 22, 1883, no. 353, p. 5. This article, available through the Library of Congress, was written around the peak of the cattle boom in Dodge City. It describes the cattle drive and how it benefits Dodge City.
- **Laundry houses:** Cronise Studio, "Chinese Laundry House," ca. 1890, identifier neg. no. 55042, Washington State University Libraries Digital Collections. This photograph, taken in Salem, Oregon, shows Chinese men in front of a laundry house, a business increasingly managed in the West by Chinese immigrants.
- **Nicodemus:** Willianna Hickman, "Willianna Hickman Remembers Nicodemus," 1878 in *We Are Your Sisters: Black Women in the Nineteenth Century*, ed. Dorothy Sterling (New York: W. W. Norton & Company, 1984), pp. 375–376. Hickman, an early emigrant to Nicodemus, recalls the journey to Kansas and her disappointment upon arrival, as well the eventual success of her family and the community.
- **Sacramento:** W.W. Elliot & Co., *Sacramento*, Sacramento: *Daily Record-Union and Weekly Union*, 1890, control number 75693099, Library of Congress. This map depicts an ariel view of Sacramento in 1890 and includes drawings of the prominent buildings of the city. The text at the bottom describes the centrality of the railroad to the city's economy.

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OPTIONAL ACTIVITY

Explaining Historical Concepts Using Visuals

If you selected the source "I Feed You All!," a visual that was inspired by the Granger movement, use this activity to develop students' ability to explain a historical concept while also highlighting economic developments during westward expansion.

Duration: ~25 mins
Sequence: Anytime

1. Start the activity by briefly explaining the opportunities and challenges faced by western farmers in this period.
2. Display "I Feed You All!" on the board and divide students into pairs. Be sure the image is clear enough for students to read the small text under each figure.
3. Ask each pair to identify the profession and/or economic activity represented by each figure in the image and then discuss each of the following questions.
   - Which figure in the image do you think the artist thought was the most important? Why?
   - What is the primary message of the image?
   - How does the image relate to the opportunities and challenges western farmers faced in this period?

To conclude, tell students that this image was inspired by the Grange, a cooperative organization composed of farmers. Lead a debrief that guides students to explain how and why this source portrays the American farmer as a central figure in economic development during westward expansion. During this discussion, explain the role cooperative organizations like the Grange played in this period.

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

AVAILABLE RESOURCES

- External Resource > Smithsonian Education: Artifact & Analysis
- AP Classroom Resource > "Critical Interpretation of Images and the AP History Classroom"

TOPIC 6.3

Westward Expansion: Social and Cultural Development

Required Course Content

THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 6: Learning Objective B

Explain the causes and effects of the settlement of the West from 1877 to 1898.

HISTORICAL DEVELOPMENTS

KC-6.2.II.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.

KC-6.2.II.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.

KC-6.2.II.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.

KC-6.2.II.E

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

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-6.2.II.B

Migrants:

- **Exodusters:** "The Largest Colored Colony in America," April 16, 1877, Benjamin "Pap" Singleton Scrapbook, Kansas Memory Collection, Kansas Historical Society, item number: 211642. This document, labeled an "insert," possibly was put in newspapers, or passed around. It encouraged African Americans to emigrate to a new colony in Kansas, and gives details of the plan.
- **Homesteaders:** Willa Cather, *My Antonia* (Boston: Houghton-Mifflin, 1918), pp. 3–8. Cather's work—while fiction—offers an understanding of the homesteading experience. Born in Virginia, Cather grew up in Nebraska, and her experiences there—are reflected in the novel.

KC-6.2.II.C

Competition for land and resources:

- **Las Gorras Blancas:** Gorras Blancas ("White Caps") Platform, March 11, 1890. Las Gorras Blancas worked to undermine settler land grabs by cutting fences, burning haystacks, and sabotaging railroads. They published this platform in the *Daily Optic* and nailed it to buildings in Las Vegas, New Mexico around the same time.
- **Oklahoma:** William Willard Howard, "The Rush to Oklahoma," *Harper's Weekly*, May 18, 1889. This article offers a first-person narrative from the Oklahoma Land Rush, detailing the experience of the boomers, while recognizing the corruption and impact on Indigenous people. Suggested excerpt: the opening paragraph beginning with "We're done for..." and the article's final three paragraphs.
- **Vaqueros:** "Cowboys on the Slope," *Dodge City Times*, July 31, 1884, p. 2. This article, available through the Library of Congress, discusses the history of cattle ranching in California, including the role of Mexican culture among cowboys/vaqueros. The author discusses controversies related to fencing, railroads, and agriculture in the rise and decline of free-range cattle ranching in various areas of the West.

KC-6.2.II.D

Violated treaties and military force

- **Sioux Wars:** John G. Neihardt, *Black Elk Speaks: The Complete Edition* (Lincoln: University of Nebraska Press, 2014), pp. 165–169. The Sioux Wars were a series of battles between the U.S. Army and U.S. militias and various Sioux groups that lasted from 1854 to 1891. In Chapter 25, "The End of the Dream," Black Elk, a survivor and eyewitness, reflects on the fate of his people.

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- **Treaty of Fort Laramie:** Treaty with the Sioux-Brule, Oglala, Miniconjou, Yanktonai, Hunkpapa, Blackfeet, Cuthead, Two Kettle, San Arcs, and Santee-and-Arapaho or Treaty of Fort Laramie, April 29, 1868. This treaty recognized the Black Hills as part of the Sioux Reservation; however, the U.S. military and White settlers violated this treaty by permanently occupying this Indigenous land during the era of the Black Hills Gold Rush and beyond. Suggested excerpt: Articles X and XI.

KC-6.2.II.E

Preservation of culture and tribal identities:

- **Ghost Dance:** Jack Wilson (Wovoka), "The Messiah Letter," 1890, in James Mooney, *The Ghost-Dance Religion and the Sioux Outbreak of 1890* (Lincoln: University of Nebraska Press, 1991), p. 781. In the "Messiah Letter" (sometimes called "A Letter from Jack Wilson, 1890,"), Wovoka (Jack Wilson) lays out his prophetic vision and explains why and how to perform the Ghost Dance. Suggested excerpt: begin with the sentence "When you get home you must make a dance..." and end with "Do not tell lies."
- **Sitting Bull:** Sitting Bull, "Report to the Senate Committee," *48th Congress Senate Report*, No. 283, serial 2164 (1883), pp. 80–81. This is the transcript of a speech Sitting Bull delivered before a Senate Committee in 1883 in which he asks the Federal Government to send the Sioux money, agricultural equipment, horses, food, and other supplies.

Assimilation policies:

- **Carlisle Indian Industrial School:** R.H. Pratt, "The Advantages of Mingling Indians with Whites" (speech, Denver, June 1892). Captain Richard H. Pratt was the founder of the Carlisle School and a strong advocate of assimilation. Suggested excerpt: on page 46 begin with the paragraph "A great general has said..." and end on page 54 with the paragraph "Indian schools are just as well calculated...".
- **Puyallup Indian School:** Treaty of Medicine Creek, 1855. In this treaty between the United States and Indigenous Nations (including the Puyallup), Article X discusses the U.S. Government's intention to build a school.
- **Luther Standing Bear:** Luther Standing Bear, *Land of the Spotted Eagle* (New York: Houghton Mifflin,1933). Standing Bear (Oglala Lakota), was in the first class at Carlisle Indian School. He had a varied career that included time as a teacher, performer, actor, and author. Suggested excerpt: Chapter VIII, beginning with the paragraph "At last at Carlisle..." to the paragraph that ends "...at Carlisle most of the graves are those of little ones" (pages 232-234 of the 2006 edition).

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OPTIONAL ACTIVITY

Close Reading

Students develop a process for analyzing and comparing authors' arguments with the suggested excerpts from the sources by R.H. Pratt and Luther Standing Bear.

Duration: ~40 mins
Sequence: Anytime

1. Ask students to read each source and think about what the authors are trying to explain.
   - What do you think the passages are about?
   - Describe what the passages are about in a few of your own words in the margin next to each passage.
2. Direct students to look at the sources again and consider the authors' claim.
   - Can you identify where the authors made their points or claims clearly in one place?
   - Underline the places where you see the main points or claims written in the passages.
3. Ask students to think about the authors' reasoning.
   - Do the authors give any reasons for making the claims?
   - What reasons do the authors include for why they are making their claims or why they think they are right?
   - Put parentheses around any of the authors' reasons for making their claims.
4. Ask students to look for evidence in the sources.
   - Do these passages include any evidence to support their claims? What proof do the authors include to show their claims are strong ones?
   - Circle any evidence that you think supports the authors' claim.
5. Ask students to compare the arguments in the sources.
   - Briefly describe one major difference between Pratt's and Standing Bear's beliefs about policies promoting assimilation.

Review the students' work to confirm that they are able to identify claims, reasoning, and evidence in the source. Emphasize that their ability to effectively analyze and compare arguments is important for history class and a wide range of academic and real world situations.

SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

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SUGGESTED SKILL

Sourcing and Situation

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.

TOPIC 6.4
The "New South"

Required Course Content

THEMATIC FOCUS

American and National Identity NAT

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 6: Learning Objective C

Explain how various factors contributed to continuity and change in the "New South" from 1877 to 1898.

HISTORICAL DEVELOPMENTS

KC-6.1.II.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.

KC-6.3.II.C

The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation (known as Jim Crow) 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.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-6.1.II.D

Southern leaders:

- **Henry DeBardeleben:** Ethel Armes, *The Story of Coal and Iron in Alabama* (Birmingham: Chamber of Commerce, 1910), pp. xxix–xxxi. This publication celebrates the idea of the New South as championed by Henry DeBardeleben, who owned several coal mining companies in Birmingham, Alabama. Suggested excerpt: page xxix beginning with the line, "In his recent tour of the country...." to the line "...good sooth!"on page xxxi.
- **Henry Grady:** Henry Grady, "The New South" (speech, New England Club, New York, December 21, 1886). Grady, editor of the *Atlanta Constitution* was the leading promoter of a "New South" based on industrialization. Suggested excerpt: begin with the paragraph in the middle of the speech, "But what is the sum of our work..." and concluding with the paragraph "The new South is enamored of her new work...".

KC-6.3.II.C

Reformers fighting for political and social equality:

- **Comité des Citoyens:** Untitled article, *The New Orleans Crusader*, June 1, 1892, identifier CRUS_1892_06_01_02, *The New Orleans Crusader* Newspaper Collection (1889–1896), Xavier University of Louisiana Library Digital Archives. The Comité des Citoyens was a civil rights organization based in New Orleans. They are the group most responsible for supporting and organizing the legal support behind Homer Plessy in the *Plessy vs. Ferguson* court case. This article recounts Plessy's experience with the arrest and the role of the Comité des Citoyens or Citizens Committee in the event.
- **Booker T. Washington:** Booker T. Washington, "Atlanta Compromise" (speech, Atlanta, September 18, 1895). At the opening of the Atlanta Exposition, Washington argued that African Americans should eschew immediate demands for political and social equality, and instead focus on economic uplift. Suggested excerpt: begin with the paragraph "A ship lost at sea..." to the end of the speech.
- **Ida B. Wells:** Ida B. Wells, *Southern Horrors, Lynch Law in All Its Phases* (New York: Age Print, 1892). Wells published this work after lynching and mob violence touched her personally. In the Preface, she explains her purpose and what she hopes the publication of *Southern Horrors* will accomplish.

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Violence and discrimination:

- **Thibodaux Massacre:** Jack Conrad, pension application (c. 1893) p. 6. Available from the National Archive, the affidavit in this document provides an account of the Thibodaux massacre.
- **Wilmington Coup:** "Mob Law Rules A City," *The Sun*, November 11, 1898. Available through the Library of Congress, this front-page article from a New York newspaper describes the events in Wilmington on November 10th. Suggested excerpt: the first two paragraphs.

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OPTIONAL ACTIVITY

Sourcing: Historical Situation

Students develop their ability to explain the significance of a source's historical situation. This activity can be used with any of the primary sources connected to Topic 6.4.

Duration: ~20 mins
Sequence: Start of lesson

1. For homework or at the start of class, ask students to read the section of their textbook on the "New South" and use what they learned to write a brief definition.
2. To help students place the concept of the "New South" in the context of broader historical developments, ask them to define and connect the following terms to historical developments related to Reconstruction.
   - Industrialization
   - Sharecropping
   - Segregation

   Tell students these definitions do not need to be exhaustive; instead, the definitions should be brief and connect the historical concepts to Reconstruction. Here is an example for sharecropping: Southern Democrats sought to suppress the economic opportunities of African Americans by developing a system of sharecropping. This system made African Americans dependent on White landowners and became entrenched as Democrats took control of political and economic processes following Reconstruction.
3. Distribute the source you selected to students. Instruct them to read through the source on their own and highlight material directly related to the debates surrounding the concept of the "New South."
4. Debrief the source and guide students through the connections between the source and the "New South."
5. Ask students to review their responses to step 2 and then write one or two sentences that explains how the historical situation in which the source was created is significant for understanding the document and its relationship to the concept of "New South."

Close the activity by asking a few students to share their responses and lead a discussion about how to best explain the significance of a source's historical situation.

SUGGESTED SKILL

Sourcing and Situation

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.

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SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

TOPIC 6.5
Technological Innovation

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology WXT

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 6: Learning Objective D

Explain the effects of technological advances in the development of the United States over time.

HISTORICAL DEVELOPMENTS

KC-6.1.I.B.i

Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-6.1.I.B.i

Technological innovations:

- **Electricity:** W.P. Snyder, "The Electric Light in Houses—Laying the Electrical Tubes," *Harper's Weekly*, June 24, 1882. This image depicts the installation of tubes for electrical wires in the streets of New York City.
- **Industrial food production:** Anna Zeide, "Jell-O: Industrialization in the Gilded Age and Progressive Era" in *US History in 15 Foods* (New York: Bloomsbury Academic, 2023), pp. 87-99. Zeide examines the development of Jell-O, and the ways that gelatin's production in the late 19th and early 20th centuries reveals the technological and industrial changes of the era.

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TOPIC 6.5
Technological Innovation

OPTIONAL ACTIVITY

Making and Explaining Connections

Select one of the sources suggested for this topic and ask students to analyze it to identify and explain relevant connections to historical developments and/or processes across time-periods.

Duration: ~40 min
Sequence: Anytime

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

1. Distribute a copy of the source to students and ask them to read it independently.
2. On the left-hand side of their copy ask students to write the main idea of the source, and then on the right-hand side, ask them to identify a significant historical development or process associated with the source.
3. Working in pairs, ask students to share their findings and collaborate to make a relevant connection to a historical development or process in an earlier time-period. When doing this, students should identify the appropriate reasoning process (comparison, causation, or continuity and change) for making the connection and choose a graphic organizer that works well to analyze patterns and trends. Guide students in working with their partner to complete the graphic organizer.

   Possible connection and graphic organizer:

   - A comparison of the technology of the Market Revolution (Topic 4.5) and the Gilded Age analyzed with a venn diagram.
4. Ask students to write a brief explanation of the relationship between the historical development or process associated with the source and the connection they made, making sure to explain how or why it is relevant.

Review the students' work and emphasize that the ability to effectively make and explain connections between and among historical developments and processes helps us understand the relevance of the events we study.

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TOPIC 6.6
The Rise of Industrial Capitalism

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology WXT

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 6: Learning Objective E

Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.

HISTORICAL DEVELOPMENTS

KC-6.1.I

Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, pro-growth government policies—generated rapid economic development and business consolidation.

KC-6.1.I.B.ii

Businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.

KC-6.1.I.D

Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.

KC-6.1.I.E.i

Businesses 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.

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

AVAILABLE RESOURCE

- Professional Development > **Teaching and Assessing Module—Period 6: 1865–1898, Focus on Research "Industrialization"**

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TOPIC 6.6
The Rise of Industrial Capitalism

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-6.1.I.i

Technological change:

- **Thomas Edison:** Thomas Edison, patent drawing and application for an improvement in electric lamps, January 27, 1880, records of the Patent and Trademark Office, record group 241, National Archives. This patent, issued for the incandescent lightbulb, was an early step in the electrification of the United States.

Government policies:

- **Interstate Commerce Commission:** Richard Olney, letter to Charles Elliott Perkins, December 28, 1892, in *Regulating Business by Independent Commission*, Marver H. Bernstein (Princeton: Princeton University Press, 1977), p. 265. C. E. Perkins, the president of the Chicago, Burlington, and Quincy Railroad reached out to soon-to-be Attorney General Richard Olney to request his help in persuading the Cleveland administration to abolish the ICC. Olney replied with this letter.
- **William Graham Sumner:** William Graham Sumner, "Federal Legislation on Railroads, January 20, 1887" in *The Challenge of Facts, and Other Essays*, ed. Albert Galloway Keller (New Haven: Yale University Press, 1914), pp. 176–177, 181–182. Sumner wrote this article in response to the proposal of the Interstate Commerce Act. In the article, he argues against the legislation. Suggested excerpts: the first three and final two paragraphs.

KC-6.1.B.ii and KC-6.1.I.D

Businesses and business leaders:

- **Andrew Carnegie:** Andrew Carnegie, "The Gospel of Wealth," *North American Review*, June 1889. In this article, Carnegie discuss his views of the causes and effects of the accumulation of wealth. Suggested excerpts: the first six and final paragraphs.
- **Warren C. Coleman:** Warren C. Coleman, "One African-American Dreams About Rebuilding the South" (statement, 1896). Coleman, formed the Coleman Manufacturing Company, a textile mill. In this 1896 statement, Coleman called on his fellow African Americans to support his plan to build the cotton mill.
- **Eduardo Manrara:** Tony Pizzo, "Eduardo Manrara: The Cigar Manufacturing Prince of the Nation," *Sunland Tribune: Journal of the Tampa Historical Society* 7:2 (1975): 31–37. This short article traces Eduardo Manrara's rise to business prominence and analyzes his impact on the city of Tampa.
- **Meat:** William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W. W. Norton & Company, 1991), pp. 235–238. In the section titled "Triumph of the Packers" in

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Chapter 5, Cronon explains how the meat industry was transformed by refrigeration and marketing.

- **J.P. Morgan:** Henry Clews, *Twenty-Eight Years in Wall Street* (New York: Irving Pub. Co., 1888), pp. 680–682. Investment banker Henry Clews wrote his observations of Wall Street. His short biography of Morgan is an overview of his rise in business.
- **Railroad:** "New York As A Commercial Center," *Harper's Weekly*, July 27, 1867, pp. 466–467. This excerpt focuses on the benefits and consequences of the transcontinental railroad for New York City.
- **John D. Rockefeller:** B.C. Forbes, *Men Who Are Making America* (New York: B.C. Forbes Publishing, 1917), pp. 296–301. This biography of Rockefeller details the rise of Standard Oil and his philanthropy. The author, B.C. Forbes founded Forbes magazine. Suggested excerpt: the first six pages of the biography.
- **Levi Strauss:** Patent Drawing for J. W. Davis's Fastening Pocket-Openings, 5/20/1873, Patent Number 139,121, Utility Patent Drawings, 1837—1911, Records of the Patent and Trademark Office, Record Group 241, National Archives. Strauss was a German-born American who founded the first company to mass-produce blue jeans. This is the original patent design filed with the U.S. Patent office.
- **Gustavus Swift:** "Swift Refrigerator Line Car," 1899. This photograph, from the Chicago Historical Society, of a Swift company refrigerated railroad car used to transport meats from the Swift processing plant in Chicago to markets around the country, highlights several aspects of Swift's business, including his use of marketing (the company name and slogan) and his adoption of new technologies (refrigerator cars)).

KC-6.1.I.D

Large trusts and holding companies:

- **American Sugar Company:** *United States v. E. C. Knight Company*, 156 U.S. 1 (1895). The American Sugar Refining Company acquired control of the E. C. Knight Company in 1892, resulting in a 98% monopoly of the sugar refining industry. The U.S. government sued the Knight Co. for violating the 1890 Sherman Antitrust Act. In an 8–1 decision the Court limited the federal government's ability to enforce the antitrust law, Suggested excerpts: paragraphs seven through 10 of the majority opinion, as well as its final paragraph.
- **Standard Oil:** "From Poverty to Two Hundred Millions," *The Saint Paul Globe*, August 2, 1896, p. 12. This article includes a description of the rise of Standard Oil and John D. Rockefeller. Suggested excerpt: from the heading for Chapter II to the heading "Other Ambitious Projects."

KC-6.1.I.E.i

Business outside the United States:

- **Castle & Cooke:** Castle & Cooke, "The first 100 years; a report on the operations of Castle & Cooke for the years 1851–1951" (1951), pp. 25–28. Castle & Cooke was one of the Big Five sugar companies in Hawaii in the 1890's. They expanded their holdings by buying into Dole and other companies. Suggested excerpt: the section titled "Ships for Their Sugar" on pages 25-28.
- **Navassa Phosphate Company of Baltimore:** Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States* (New York: Picador, 2019), pp. 54–58. In the second half of Chapter 3, Immerwahr discusses the fertilizer industry on the island of Navassa in the Caribbean.

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TOPIC 6.6
The Rise of Industrial Capitalism

OPTIONAL ACTIVITY
Graphic Organizer

Students will make a graphic organizer that creates a visual representation of how to set historical events in context. Select one of the primary sources related to businesses and business owners for this activity.

Duration: ~15 mins
Sequence: End of lesson

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

1. Ask students to draw three concentric circles on a blank sheet of paper. Each circle should be large enough for them to write in.
2. Ask students to read or view the source you selected for this activity (if you selected the images for Strauss or Swift, provide some background information so students understand the image).
3. In the center circle, ask students to briefly describe the historical development reflected in the source.
4. Explain to students that setting developments in historical context is like placing them in the middle of all of the other events that happened before, during and after the development they are studying. Then, they decide which of the other events will help them understand this history better.
5. Ask students to fill the outer circles with historical events. Place events that came before to the left, during above and below, and after to the right. Use the outer circle for events that were more distant in time or space and the inner circle for events that were more current or nearby.
6. Ask students to underline two events that help them better understand the development in the center circle and explain in two to three sentences how each of these events helps us understand the development in the center.

Conclude with a debrief that uses a few student examples to demonstrate how contextualizing historical developments is like looking at the development in a bigger picture and how this helps us better understand continuity and change in U.S. history.

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TOPIC 6.7
Labor in the Gilded Age

SUGGESTED SKILL

Argumentation

6.C

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

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology WXT

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 6: Learning Objective E

Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.

HISTORICAL DEVELOPMENTS

KC-6.1.I.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.

KC-6.1.II.C

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

KC-6.1.II.B.i

The industrial workforce expanded and child labor increased.

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TOPIC 6.7
Labor in the Gilded Age

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-6.1.I.C

New access to goods and improved standards of living:

- **Montgomery Ward and Company:** William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W. W. Norton, 1991), pp. 333–340. Cronon explores the impact of the Montgomery Ward catalog This catalog sold goods direct to the consumer, with a money back guarantee and the Grange seal of approval. This innovation brought new products to the countryside.
- **Sears, Roebuck, and Company:** Sears, Roebuck and Company, *Consumers Guide no. 107* (Chicago, 1898). The Sears, Roebuck and Co. catalog or *Consumers Guide* offered Americans across the country access to a variety of goods at relatively affordable prices. The 1898 version of the catalog contained over a thousand pages of merchandise. Suggested excerpt: the company polices on pages 4 and 5, and a random selection of catalog pages to demonstrate the variety of goods available for purchase.

KC-6.1.II.B.i

Organizing unions and confronting business leaders:

- **Colored National Labor Union:** "The National Colored Labor Convention," *The New York Tribune*, December 7, 1869, p. 3. The Colored National Labor Union was formed by African Americans in 1869 to organize their labor on a national level because they were denied membership in predominantly White organizations.
- **Haymarket Square:** James Green, *Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing That Divided Gilded Age America* (Pantheon Books, New York, 2016), pp. 188–189. Green analyzes the differing accounts of what happened during the Haymarket Riot.
- **Juan Jose Herrera:** "Editorial Comments," *The Santa Fe New Mexican*, August 14, 1891, p. 2, *Santa Fe New Mexican* Archive. Las Gorras Blancas (White Caps) worked to undermine settler land grabs by cutting fences, burning haystacks, and sabotaging railroads. Herrera, a leader of the group, was also a local organizer for the Knights of Labor, leading to a close association between the organizations. In this series of short editorials, residents of the region react to Herrera's activism. The editorials titled "Of Course, They are with Him," "Certainly Birds of a Feather!," and "The White Caps" include references to Herrera.

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- **Knights of Labor:** *Constitution of the General Assembly District Assemblies and Local Assemblies of the Order of the Knights of Labor of North America* (September 1883). The Preamble to the constitution of the Knights of Labor states the organization's mission.
- **Pullman Strike:** "Some Lessons of the Great Strike," *Harper's Weekly*, July 21, 1894, vol. 38, no. 1961, p. 674. This article recaps the events that led to the Pullman Strike and offers a critique of the strike and its organizers. Suggested excerpt: the first five paragraphs.

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TOPIC 6.7
Labor in the Gilded Age

OPTIONAL ACTIVITY
Making Connections

Students practice using historical reasoning to explain relationships among pieces of historical evidence. For this activity, select one of the primary sources for unions and business leaders, and improved standards of living.

Duration: ~30 mins
Sequence: End of lesson

SUGGESTED SKILL

Argumentation

6.C

Use historical reasoning to explain relationships among pieces of evidence.

1. Display the prompt below and the two sample thesis statements:

   Prompt: Evaluate the extent to which industrial capitalism changed American society in the period from 1865 to 1900.

   Thesis, Option A: The rise of labor unions during the Gilded Age altered the relationships between workers and management.

   Thesis, Option B: Industrial capitalism led to improvements in the standards of living for many Americans.

2. Provide the following list of topics:

   Hours, Wages, Working Conditions, Labor Organizers, Clerical Workers, Business Leaders, Middle Class, Stratification of Wealth, Leisure Time, Consumer Culture.

3. Ask students to select one of the sample thesis statements and two of the terms from the list that they believe have a similar relationship to the thesis they selected.
4. Ask students to identify the reasoning process (comparison, causation, or continuity and change) they feel best matches the thesis they selected.
5. Instruct students to use this reasoning process to organize and draft a body paragraph to support the thesis that includes a topic sentence and evidence related to each of the terms selected in step 3.
6. Distribute the selected sources for this activity. Ask students to read the source and consider how they can use it as evidence to support the thesis.
7. Using the same reasoning process as step 4, ask students to organize and draft a second paragraph that utilizes evidence from the at least one of the sources to support the thesis.
8. As a self-check, ask students to circle their evidence and underline where they used historical reasoning to explain how each piece of evidence supports the thesis.

Close the activity by asking a few students to share one of their paragraphs and emphasize the importance of using historical reasoning to organize evidence in arguments.

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TOPIC 6.8
Immigration and Migration in the Gilded Age

Required Course Content

THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 6: Learning Objective F

Explain how cultural and economic factors affected migration patterns over time.

HISTORICAL DEVELOPMENTS

KC-6.1.II.B.ii

The industrial workforce expanded and became more diverse through internal and international migration.

KC-6.2.I.A

As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and 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.

KC-6.2.I.B

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

SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

AVAILABLE RESOURCES

- Classroom Resources > AP U.S. History: Urbanization
- Classroom Resources > Essay from the American Organization of Historians and AP ("Driven to the City: Urbanization and Industrialization in the 19th Century")

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TOPIC 6.8
Immigration and Migration in the Gilded Age

OPTIONAL SOURCES

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Examples and Sources

KC-6.2.I.B

Urban neighborhoods:

- **Chinatown in San Francisco:** William Howard, "The Founding of Golden Hills' News (1854)," in *Chinese American Voices: From the Gold Rush to the Present*, ed. Judy Yung, Gordon H Chang, and H. Mark Lai (Berkeley, University of California, 2006), pp. 13–14. This editorial introduces the United States' first Chinese-language newspaper.
- **Japantown in Tacoma:** Lisa M. Hoffman and Mary L. Hanneman, *Becoming Nisei: Japanese American Urban Lives in Prewar Tacoma* (Seattle: University of Washington Press, 2021). Chapter 1 in this book is helpful for contextualizing the connected histories of modern Japan, U.S.–Japan relations, the development of an ethnic enclave in the American West, and urban race and social relations. Suggested excerpts: pages 33-48 or, for a shorter selection, the section titled "Issei in Tacoma" on pages 46-48.
- **Little Italy in New York:** Tyler Andinder, *City of Dreams: A 400-year Epic History of Immigrant New York* (Boston: Houghton Mifflin, 2016), pp. 383–409. In Chapter 17, "Little Italys," Anbinder discusses Italian immigration in Gilded Age New York, with a focus on life in various "Little Italys." Note: the book also includes chapters on other immigrant experiences—German, Irish, Chinese, and others—that may be of interest).
- **Polish Downtown in Chicago:** "Kloski Inn," 1890, The Polish Museum of America, Old Polish Chicago Collection. This is a photograph from 1890 of an inn in the Polish neighborhood of Chicago. The sign identifies this building as a meeting place of the Kosciuszko Guards, a Polish immigrant organization named after a Polish soldier who fought for the Patriots during the American Revolution.
- **Ybor City in Tampa:** Gary R. Mormino and George Pozzetta, *The Immigrant World of Ybor City: Italians and Their Latin Neighbors in Tampa*, 1885–1985 (Gainesville: University of Florida Press, 2018). Mormino and Pozzetta's book explores the interconnected experiences of Spaniards, Italians and Cubans on Florida's West Coast a Suggested excerpt: Chapter 3, "Ybor City and the Beginnings of a Latin Community."

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OPTIONAL ACTIVITY

Unpacking Arguments

Students develop their ability to unpack historical interpretations in secondary sources, identifying and describing claims and/or arguments made by historians. This activity is most beneficial after students are familiar with the immigration and migration that took place during the Gilded Age. Utilize the excerpts from *Becoming Nisei: Japanese American Urban Lives in Prewar Tacoma* and *City of Dreams: A 400-year Epic History of Immigrant New York* for this activity.

Duration: ~20 mins
Sequence: End of lesson

1. Briefly discuss the historical topic of the selected sources. Divide the class in half and distribute each source to one half of the class.
2. Working in pairs, ask students to complete the tasks described below.
   - Examine the title and year of publication. Are there any clues that help you understand what the historian believes is significant about the topic of the excerpt. Historians often title works based on their objective and thesis.
   - Examine the events, developments, and processes specifically referenced in the excerpt. Underline or highlight any specific historical information used by the historian in the excerpt.
3. Ask students to analyze their findings by looking for links between the topic, title, and events, developments and processes referenced in the excerpt.
4. Individually, ask each student to describe the historian's argument in no more than two sentences. Circulate the room to check for understanding.
5. Re-partner students with a classmate who analyzed the other secondary source. Working together, ask students to respond to this prompt:
   - Briefly describe one major similarity or difference between Andinder's and Hoffman and Hanneman's interpretations of urban immigrant neighborhoods.

Conclude by summarizing the similarities and differences between the two interpretations and discuss how the sources help students understand immigration in the Gilded Age.

TOPIC 6.8
Immigration and Migration in the Gilded Age

SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

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SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

AVAILABLE RESOURCE

- Classroom Resources > Essay from the American Organization of Historians and AP ("Crossing National Borders: Locating the U.S. in Migration History")

TOPIC 6.9
Responses to Immigration in the Gilded Age

Required Course Content

THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 6: Learning Objective G

Explain the various responses to immigration in the period over time.

HISTORICAL DEVELOPMENTS

KC-6.2.I.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.

KC-6.3.I.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.

KC-6.3.II.B.i

Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.

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OPTIONAL SOURCES

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Examples and Sources

KC-6.2.I.C

Debates over assimilation and Americanization:

- **Chinese Exclusion Act:** Chinese Equal Rights League, "Appeal of the Chinese Equal Rights League to the People of the United States for Equality of Manhood," 1892. In this open letter to the American public, Chinese merchants of New York articulated their opposition to the renewal of the Chinese Exclusion Act in 1892.
- **Rose Cohen:** Rose Cohen, *Out of the Shadow: A Russian Jewish Girlhood on the Lower East Side* (New York: George H. Doran Company, 1918), pp. 76–80. Cohen was born in 1880 in Tsarist Russia. Her father first emigrated to New York City, and then sent for her and her aunt in 1892. Suggested excerpt: Chapter XVIII.
- **Contract Labor Law of 1885:** United States Congress, "1885 Contract Labor Act," February, 26, 1885. Also known as the Foran Act, this legislation was part of a broader trend of restrictive immigration legislation that began in the 1880s. Suggested excerpt: sections 1, 2 and 5.
- ***United States v. Wong Kim Ark*:** *United States v. Wong Kim Ark*, 169 U.S. 649 (1898). U.S. immigration officials originally denied the citizenship of San Francisco-native Wong Kim Ark. In a 6-2 decision, the Supreme Court recognized Wong Kim Ark's citizenship. Suggested excerpt: the first two pages of the dissenting opinion by Melville Fuller and John Harlan.
- **Mary and Joseph Tape:** "Important Decision in Regard to Chinese in our Schools," *Sacramento Daily Record-Union*, January 10, 1885, p. 8. This article, available at the Library of Congress, explains the verdict in the *Tape v. Hurley* Supreme Court of California case in which the Tapes successfully challenged school officials' refusal to allow the admission of their daughter into a primary school because of her Chinese heritage.

KC-6.3.I.A

Social commentators:

- **William Graham Sumner:** William Graham Sumner, *What Social Classes Owe to Each Other* (Caldwell: Caxton Printers, 1974) Chapter V. Originally published in 1883, this chapter advocates for the principle of laissez faire capitalism in dictating social relations among people.

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KC-6.3.II.B.i

Settlement houses:

- **Denison House:** Helena S. Dudley, "Relief Work Carried on in the Wells Memorial Institute," *The Annals of the American Academy of Political and Social Science*, January 1, 1894, pp. 61–62, 71–72. Dudley served as the Director in Residence of the Denison House from 1893 to 1912. This document details plans to create temporary work relief at the Denison House for immigrant women.
- **Hiram House:** Manuel Levine, "The Social Reform Club," in *A Historical Report of The Sixteen Years Work at Hiram House*, ed. George Bellamy (Cleveland, 1912), pp. 69–70. While this report was published in 1912, Levine describes the founding of Cleveland's Hiram House in the late 19th century. The first two pages of Levine's report describe the motives of the settlement house workers.
- **Hull House:** Jane Addams, *Twenty Years at Hull House with Autobiographical Notes* (New York: The Macmillan Company, 1912), pp. 106–108. Addams explains the ways settlement workers made connections with and found work for the young and old in their neighborhood. Suggested excerpt: the paragraph beginning with "The dozens of younger children..." through the paragraph that ends "...designed for the young."

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OPTIONAL ACTIVITY

Graphic Organizer

If you selected Mary and Joseph Tape as an example of debates about assimilation and Americanization, guide students to complete a Venn diagram comparing ideas about the theme of Migration and Settlement across periods.

Duration: ~15 mins
Sequence: End of lesson

1. Display the Thematic Focus statement for Topic 6.9 for students. Discuss the theme to ensure a common understanding.
2. Ask students to take a few minutes to review their notes from topic 5.5, Sectional Conflict: Regional Differences.
3. Distribute the *Sacramento Daily Record-Union* article about the Tape case and ask students to read it and consider how the experience of the Tape family in 1885 compared with the experience of immigrants in the period before the Civil War.
4. Draw a large Venn diagram on the board and ask students to take turns adding evidence of similarities and differences to the diagram.

Close by leading a class discussion about the evidence in the diagram. As you discuss the evidence, shift the conversation from comparison to a discussion of continuity and change. Ask students to explain how the evidence they provided demonstrates continuity and/or change in the experience of immigrants in the 19th century.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

AVAILABLE RESOURCE

- Professional Development > Teaching and Assessing Module—Period 6: 1865–1989, Focus on Research "Cultural and Social Changes"

TOPIC 6.10
Development of the Middle Class

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 6: Learning Objective H

Explain the causes of increased economic opportunity and its effects on society.

HISTORICAL DEVELOPMENTS

KC-6.2.I.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.

KC-6.3.I.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-6.2.I.E

Growth of a middle class:

- **Horatio Alger:** Horatio Alger Jr., *Ragged Dick or, Street Life in New York with the Boot-Blacks* (Philadelphia: John C. Winston Co., 1868) p. 221. Alger's novel explores the idea of the American Dream: rising up the social ladder through merit and effort. Suggested excerpt: the paragraph in Chapter XX that begins "But Dick had gained...".
- **Marshall Field:** William Leach, *Land of Desire: Merchants, Power and the Rise of a New American Culture* (New York: Vintage Books, 2001), pp. 26–32. Leach gives a brief description of Marshall Field and the opening of his department store. This passage discusses the role of the middle class in the changing retail landscape of the late 19th century. Suggested excerpt: the section titled "The Retail Wars of the 1890s."
- **Historically Black colleges and universities:** Bobby L. Lovett, *America's Historically Black Colleges & Universities: A Narrative History from the Nineteenth Century into the Twenty-First Century* (Macon: Mercer University Press, 2011), pp. x–xvii. The Preface of Lovett's book provides a brief history of the development of HBCUs.
- **Land grant colleges:** "Morrill Act" (1862). Land grant colleges and universities came about through the Morrill Acts of 1862 and 1890. The first act of 1862 allowed for federally controlled lands to be sold to states to create educational institutions. Suggested excerpts: sections 1 and 4 of the 1862 legislation.
- **Seven Sisters—women's colleges:** "Class-Letter of the Class of Seventy-one, Mt. Holyoke Seminary, South Hadley, Mass," 1875, p. 4. The letter addressed to the class of 1871 speaks to the expectations for women after graduation, reflecting middle-class values of the time.

Leisure Time:

- **Coney Island:** Kathy Peiss, *Cheap Amusements: Working Women and Leisure in turn-of-the-century New York*, (Philadelphia: Temple Univ. Press, 1986), p.122–125. Peiss describes how Coney Island became "New York's leading amusement resort." For an addition, show a video clip of the movie *IT* with Clara Bow. Although made in 1927, outside this period, the film has a segment running from 30:00 to 36:30 that shows a couple on a date at the rides at Coney Island. Suggested excerpt: the section titled "The Working-Class Presence at Coney Island."
- **Vaudeville:** Greene's Opera House Program, Season of 1890–91, "The American Extravaganza Company in the operatic spectacular extravaganza, Crystal slipper, or, Prince Preitiwitz and little Cinderella," (Cedar Rapids, 1891), in the American Memory

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collection of the Library of Congress. Vaudeville had a wide appeal; this program provides an example of a Vaudeville production in Cedar Rapids, Iowa. Suggested excerpt: the first three pages.

Philanthropy:

- **Russell Conwell:** Russell H. Conwell, "Acres of Diamonds," (speech, 1890). Conwell delivered this lecture about material success on the national lecture circuit more than 6,000 times. Suggested excerpt: the paragraph that begins "Now then, I say that opportunity…" and concluding with the paragraph that starts "Money is power…"
- **Washington Duke:** Robert F. Durden, *The Dukes of Durham*, (Durham: Duke University Press, 1987), pp. 82–84. Durden discusses the Duke families' motivation for giving.
- **Bridget "Biddy" Mason:** Marne L. Campbell, *Making Black Los Angeles: Class, Gender, and Community*, 1850 – 1917, (Chapel Hill: University of North Carolina Press, 2016), pp. 46–52. Campbell discusses Mason's journey from Georgia to California as an enslaved person, the business practices that led to the accumulation of considerable wealth, and her philanthropic activity in the African American community of nineteenth century Los Angeles. Suggested excerpt: the section titled "Biddy Mason and Hannah Embers: The First Black Female Network in Los Angeles" in Chapter 2.
- **John D. Rockefeller:** Frederick T. Gates, "The Country School of To-morrow," (1916). Rockefeller hired Gates to guide his philanthropy in 1892. Gates worked to organize and guide the distribution of gifts over the next several years. This publication by the General Education Board highlights two of Rockefeller's philanthropic endeavors. Suggested excerpts: pages 3-4, and page 6.

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OPTIONAL ACTIVITY

Socratic Seminar

If you selected Coney Island as an example of the growth of leisure time, guide students in a Socratic Seminar based on the suggested excerpt from *Cheap Amusements* to help them understand how changes at Coney Island were situated in the broader historical context of the Gilded Age.

Duration: ~45 mins
Sequence: Anytime

1. Assign the excerpt from Kathy Peiss's *Cheap Amusements* with the following questions as homework. Direct students to use four different color highlighters as they read, one for each question. They should highlight the portions of text that help them answer each question with the appropriate color. Students should use their notes from earlier in this period to add margin notes to further help answer the questions. If students are confused, they should record any questions they have while reading.
   - What was happening at Coney Island and did it reflect a continuity or change in U.S. History?
   - Explain how Coney Island fits into the broader historical context of the rise of industrial capitalism?
   - What can we learn about society in the Gilded Age from the difference between the east and west sides of Coney Island?
   - To what extent were the changes related to gender at Coney Island an example of larger changes in gender relations in the period from the early 1800s to 1900?
2. Place students in groups of about eight and ask them to begin by asking each other any questions they drafted while reading. If their classmates are unable to answer, ask them to direct the question to you.
3. Once any points of confusion are addressed, ask students to take turns posing the questions from step 1 to the group and engage in an open discussion to arrive at answers. Circulate the room to guide discussion.

Close with a debrief that summarizes a brief answer to each question, emphasizing how placing the changes at Coney Island in a broader historical context helps us understand its significance in U.S. History.

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

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SUGGESTED SKILL

Sourcing and Situation

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.

TOPIC 6.11
Reform in the Gilded Age

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 6: Learning Objective I

Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.

HISTORICAL DEVELOPMENTS

KC-6.3.I.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.

KC-6.3.II.B.ii

Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-6.3.I.C

Alternative visions for the economy and U.S. society:

- **Eugene Debs:** W.A. Rogers, "King Debs," *Harper's Weekly,* July 14, 1894, cover. In response to wage cuts, Pullman workers went on strike in 1894. The American Railway Union, under the leadership of Debs, orchestrated a widespread boycott of Pullman cars by railroad workers. *Harper's Weekly* cartoonist W.A. Rogers offers his commentary in this cartoon that appeared on the cover of the magazine during the strike.
- **Washington Gladden:** Washington Gladden, *Applied Christianity: Moral Aspects of Social Questions* (Boston: Houghton, Mifflin, and Company, 1887), pp. 10–12, 14–22. Gladden was an early leader in the Social Gospel Movement and Progressive Era. Suggested excerpts: page 10 beginning with the paragraph "Besides this considerable and constantly growing..." to the paragraph that concludes "...closely linked with those of the wage-labor." and page 14 beginning with the paragraph "What has the Christian moralist to say..." to the paragraph that concludes "...good-will to effect a more equitable distribution."
- **Florence Kelley:** Florence Kelley Wischnewetzky, *Our Toiling Children* (Chicago: Women's Temperance Publication Ass'n, 1889), pp. 24–26. This discussion of child labor is an early example of Kelley's efforts to improve working conditions in the U.S.
- **Reverdy Ransom:** Reverdy C. Ransom, "The Negro and Socialism," 1896 in *Making the Gospel Plain: The Writings of Bishop Reverdy C. Ransom*, ed. Anthony B. Pinn (Harrisburg: Trinity Press, 1999), pp. 187–189. Raised in Ohio, Ransom became a minister in the AME Church and an activist. In this article originally published in the *AME Church Review*, Ransom advocates for socialism while noting the discrimination African Americans face among organized labor. Suggested excerpt: the second half of the article beginning with the paragraph "Socialism and industrial reform..."
- **Jacob Riis:** Jacob Riis, *How the Other Half Lives* (New York: Charles Scribner's Sons, 1914), pp. 282–285. In the concluding pages, Riis addresses the poor living conditions in New York City's tenements.

KC-6.3.II.B.ii

Women promoting social and political reform:

- **Carrie Nation:** "She's still smashing," *The Wichita Daily Eagle*, January 24, 1901, p. 5. This is a news report on Nation's visit to Enterprise, KS, where she held a temperance meeting. Suggested excerpt: the first section, from headline to "There is no doubt she will be here tomorrow."

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- **Mary Church Terrell:** Mary Church Terrell, "Introducing Ida Wells Barnett to deliver an address on lynching" (speech, 1893). This introduction demonstrates the focus of African American women's national networks on anti-lynching activism.
- **Frances Willard:** Frances Willard, "Address to the World's Woman's Temperance Union" (speech, Chicago, 1893), pp. 6–7. In this address, Willard, the president of the Woman's Christian Temperance Union, recounts the success of the movement and predicts a future where women share political equality with men. Suggested excerpt: the paragraph that begins "So far as the White Ribbon movement…" and end with the paragraph that concludes "…run and be glorified."
- **Women's Christian Temperance Union:** National Woman's Christian Temperance Union, "National Woman's Christian Temperance Union Annual Leaflet, With Plans of Work for 1886" (Chicago: Union Signal Print, 1885), Pamphlet and Textual Documents Collection, University of Washington University Libraries. This pamphlet shows the way the WCTU ambitiously circulated its agenda to motivate members. Suggested excerpt: the cover, page 7, and page 31.
- **Zitkála-Šá:** Zitkála-Šá, "Address to the Annual Convention of the Society of Native Americans" (speech, Minneapolis, October 2, 1919). Zitkála-Šá, a Yankton Dakota woman forced into assimilationist boarding schools, argues for Indigenous American people to maintain pride in their heritage while advocating for greater civil rights. Suggested excerpt: the paragraph that begins "This is the thought that I would give to you…".

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OPTIONAL ACTIVITY

Discussion Groups

Students engage in small group discussions to identify and explore the significance of a source's audience. Select one of the suggested primary sources for this topic to use with this activity.

Duration: ~20 mins
Sequence: End of lesson

1. Organize students into groups of three to four and give each student a copy of the source with a source line/attribution similar to those used on the exam. See the sample exam questions in the Course and Exam Description for examples.
2. Allow the students a few minutes to read the source and then ask them to conduct a group discussion based on the following questions about venue, access, influence, and link (V.A.I.L).
   - Venue:
     - Where was the source originally made available to the audience?
       - In a publication like a newspaper, broadside, or book?
       - In person like a speech?
       - In a personal correspondence like a letter?
       - Somewhere else?
     - What does this tell you about the size and composition of the audience?
   - Access:
     - Who would have had access to the venue?
       - Who could read it? Who would understand the language and message? Who might not? Keep in mind that direct access isn't always necessary. Was this a message that might have spread by word of mouth?
       - Who was likely invited? Who was excluded? Was this likely published or delivered later for a larger audience?
       - Was there a cost for access? Who could pay for access?
       - Can you tell how well the author knows the audience? Can you tell if the author wanted the message to stay private?
     - What does this tell you about the size and composition of the audience?
   - Influence:
     - Based on venue and access, briefly describe the audience for the source, be as specific as possible and support your conclusions with evidence from the source and/or the source line.
       - What role did this group or person play in society?
       - How much and what type of influence did this group or person have in society?
       - Did this group or person have direct or indirect power in society?
     - What does this tell you about the significance of the audience?

TOPIC 6.11
Reform in the Gilded Age

SUGGESTED SKILL

Sourcing and Situation

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.

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- Link:
  - How does the source and intended audience link to reform movements in the Gilded Age?

Close by allowing a few groups to share their conclusions and explain how students can use this approach when they write document-based essays. Note, if they are using this approach for an essay, the final question for "link" would be: how or why does the intended audience link to their argument?

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TOPIC 6.12
Controversies over the Role of Government in the Gilded Age

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 6: Learning Objective J

Explain continuities and changes in the role of the government in the U.S. economy.

HISTORICAL DEVELOPMENTS

KC-6.1.II.A

Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.

KC-6.1.I.E.ii

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.

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

AVAILABLE RESOURCE

- Professional Development > **Teaching and Assessing Module—Period 6: 1865–1898, Focus on Research "Government Power"**

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TOPIC 6.12
Controversies over the Role of Government in the Gilded Age

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-6.1.II.A

Arguments for laissez-faire policies and competition:

- **Grover Cleveland:** Grover Cleveland, Veto Message to the House of Representatives, February 16, 1887. This veto message outlines the reasons for Cleveland's veto of a bill to provide government aid to farmers.
- **Horace Greeley:** "Proceedings of the Liberal Republican Convention, in Cincinnati, May 1st, 2d, and 3d, 1872" (New York: Baker & Godwin, 1872), pp. 19–21. This is the official account of the 1872 Liberal Republican Party Convention where Greeley was nominated for President. Suggested excerpt: principle 6.

KC-6.1.I.E.ii

Foreign policy:

- **Alaska:** Cancelled check in the amount of $7.2 million, for the purchase of Alaska, August 1, 1868, records of the Accounting Officers of the Department of the Treasury, record group 217, National Archives. The document is a check issued by the U.S. Department of Treasury in the amount of $7.2 million for the U.S. purchase of Alaska from the Russian Empire, representing 2 cents per acre, as the two parties had agreed on March 30, 1867.
- **Hawaii:** "Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States," July 7, 1898. In this two-page document, Hawaii is ceded to the United States by the "Republic of Hawaii," the government led by White Americans who overthrew the Kingdom of Hawaii.

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OPTIONAL ACTIVITY

Contextualizing Primary Sources

Using one of the suggested sources for foreign policy, guide students in explaining how the historical development or process in the selected source is situated within a broader historical context.

Duration: ~25 mins
Sequence: Anytime

1. Ask students to read the selected source with a partner and complete the following steps:
   - Read through the source title and description: What does the year of publication, title, and author suggest about the source? Annotate your findings.
   - Read the source: Work with a partner to write one sentence that describes the specific historical development or process reflected in the source.
2. Guide students through a class debrief. To ensure that students accurately understand the source, concentrate on American efforts to establish greater influence overseas and gain access to markets and natural resources.
3. In a brainstorm, ask students to suggest several broader historical contexts related to the time period. They should think about relevant regional, national, or international developments.

   If students struggle, provide them with some of the following examples:

   - The Civil War; European presence in the Western Hemisphere despite the Monroe Doctrine; rise of industrial capitalism in the United States; imperialism by European powers; The Spanish–American War; growing importance of naval power
4. Write two of the suggestions on the board that provide helpful context for understanding the historical development in the source. These suggestions should be developments that the students are already familiar with. Ask students to do the following:
   - Select the suggested context you are most confident connects to the historical development addressed in the source.
   - Individually write one or two sentences explaining how the suggested context relates to the development.
   - Exchange answers with at least two other students, one who selected the same context and one who selected the other option. Check your work and consider how both suggestions provide a helpful context for understanding the development.

Debrief the activity by discussing why contextual understanding of a specific development or process is an essential part of developing a deeper historical understanding.

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

TOPIC 6.13
Politics in the Gilded Age

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 6: Learning Objective K

Explain the similarities and differences between the political parties during the Gilded Age.

HISTORICAL DEVELOPMENTS

KC-6.1.III.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.

KC-6.3.II.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.

KC-6.2.I.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.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-6.1.III.C

Agrarian activists:

- **William Jennings Bryan:** William Jennings Bryan, "Cross of Gold" (speech, Chicago, July 9, 1896). In this speech, Bryan addresses the "common people" and their political interest. Suggested excerpt: the final portion of the speech beginning with "Here is the line of battle..."
- **John B. Rayner:** J. B. Rayner, "Modern Political Methods," *Southern Mercury*, June 26, 1896, p. 7. In this article, Rayner, an African American activist for the People's Party, criticizes the Republicans and Democrats. He calls on Populist party leaders to draw African American voters to the party.

KC-6.3.II.A

Government corruption:

- **Pendleton Service Act:** "Pendleton Act," January 16, 1883. The act has clear rules to make government positions a meritocracy. Suggested excerpt: section 2.
- **Tammany Hall of New York:** George Washington *Plunkitt, Plunkitt of Tammany Hall: A Series of Very Plain Talks on Very Practical Politics* (New York: McClure, Phillips & Co, 1905), pp. 3–10. Although originally published in 1905, this book describes developments from the late 19th and early 20th centuries. Suggested excerpt: Chapter 1, "Honest Graft and Dishonest Graft."

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TOPIC 6.13
Politics in the Gilded Age

OPTIONAL ACTIVITY

Evaluating a Source

To review and summarize period 6, students evaluate a source by explaining how historical developments from period 6 support, modify, or refute the author's claims. Select one of the suggested sources for agrarian activists to use with this activity.

Duration: ~15 mins
Sequence: End of lesson

SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

1. Print the source in the center of a paper, leaving wide margins on each side. Label the left margin "support" and the right margin "modify or refute."
2. Ask students to read the source and underline each claim made by the author.
3. For at least two of the claims, ask students to support, modify, or refute the claim by completing one of the following sentence frames in the appropriate margin next to the underlined claim in the text.
   - Support: The author is correct here because _____, for example _____.
   - Modify: This claim is complicated because _____, for example _____.
   - Refute: The author is wrong here because _____, for example _____.

Close by having a few students share. Highlight strong examples and offer suggestions on how to improve.

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TOPIC 6.14
Continuity and Change Period 6

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 6: Learning Objective L

Explain the extent to which industrialization brought change from 1865 to 1898.

REVIEW: UNIT 6 KEY CONCEPTS

KC-6.1

Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

KC-6.1.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.

KC-6.1.II

A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

KC-6.1.III

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

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SUGGESTED SKILL

Argumentation

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.

AVAILABLE RESOURCES

- External Resource > **Gilder Lehrman Institute's AP U.S. History Study Guide**
- Classroom Resource > **Essay from the American Organization of Historians and AP ("Race and Citizenship")**

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LEARNING OBJECTIVE

Unit 6: Learning Objective L

Explain the extent to which industrialization brought change from 1865 to 1898.

REVIEW: UNIT 6 KEY CONCEPTS

KC-6.2

The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

KC-6.2.I

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

KC-6.2.II

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

KC-6.3

The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

KC-6.3.I

New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

KC-6.3.II

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

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OPTIONAL ACTIVITY

Self/Peer Revision

Students will utilize a scaffolded approach to drafting and revising a document-based essay to build a foundational understanding of how to develop complex arguments. This activity utilizes the DBQ titled "Stanton and others on change by reform movements" found in AP Classroom. To support scaffolding and keep the DBQ confined to period 6, delete documents 6 and 7 and edit the prompt to read: Evaluate the extent to which reform movements changed United States society in the period from 1877 to 1898.

Duration: ~50 mins
Sequence: Anytime

1. The rubric requires students to demonstrate a complex understanding of the historical development that is the focus of the prompt. Review the rubric and translate the expectation for complexity into student friendly language. For example:
   - With so many people in such a large country, the history the United States is complex. Write an essay that explains why there is not a simple answer to this question.
   - The rubric requires students to demonstrate a complex understanding through sophisticated argumentation and/or effective use of evidence.
   - In a sophisticated argument, the author demonstrates how the history of an event is not simple. Instead, they might explain that an event:
     - was shaped by several different factors, for example economic motivations and cultural values.
     - was viewed differently by different groups of people, for example regional differences of opinion.
     - has many causes with some causes being more important than others.
     - led to multiple different changes, for example political and economic.
     - led to change, while there were also continuities, for example things changed for one group of people but not another.
   - Authors effectively use evidence when they demonstrate a detailed understanding of the history they are writing about. This might include:
     - Effectively using an abundance of evidence to support an argument.
     - Consistently demonstrating an understanding of the source of the evidence used to support an argument.
2. For homework, ask students to select one of the suggested approaches to complexity below and write a draft of the DBQ essay implementing that approach. These examples are provided to support scaffolded learning and only represent two possible approaches to developing a complex argument in response to this prompt. Teachers are free to provide additional suggestions or replace these suggestions with approaches of their own.
   - Use the documents and your knowledge of the period to draft a response that argues that reform efforts did little to change society by 1898. Corroborate your argument with evidence about how political leaders' efforts to end corruption in government, labor unions' efforts to reform business practices, and citizens' efforts to end gender and racial discrimination all had limited success.

TOPIC 6.14
Continuity and Change Period 6

SUGGESTED SKILL

Argumentation

6.D

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

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- Use the documents and your knowledge of the period to draft a response that argues that reform efforts did little to change society by 1898. Qualify your argument with evidence of how the settlement house movement and philanthropy impacted society.

3. Organize students into pairs and instruct them to exchange essays. Ask them to read each other's essay and discuss how well their partner has done the following.
   - Demonstrated that the history of this topic is complicated and explained why there is not a simple answer to this question.

Close by asking a few students to share how they would revise their essays to better demonstrate a complex understanding of reform in the Gilded Age. Then explain how you would organize a complex argument in response to this prompt.

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AP U.S. HISTORY

UNIT 7

Period 7: 1890–1945

10–17%
AP EXAM WEIGHTING

~21
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 7

Multiple-choice: ~40 questions
Short-answer: 2 questions

- Secondary source
- No stimulus

Free-response: 1 question

- Document-based

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UNIT 7

10–17% AP EXAM WEIGHTING | **~21** CLASS PERIODS

Period 7: 1890–1945

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~21 CLASS PERIODS
	7.1 Contextualizing Period 7	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
WOR	**7.2 Imperialism: Debates**	Comparison	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.	
	7.3 The Spanish–American War	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
PCE, GEO	**7.4 The Progressives**	Comparison	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.	
WOR	**7.5 World War I: Military and Diplomacy**	Causation	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.	
MIG	**7.6 World War I: Home Front**	Causation	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
WXT	**7.7 1920s: Innovations in Communication and Technology**	Causation	5.B Explain how a historical development or process relates to another historical development or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~21 CLASS PERIODS
MIG, ARC	**7.8** 1920s: Cultural and Political Controversies	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
WXT	**7.9** The Great Depression	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
PCE	**7.10** The New Deal	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	
WOR	**7.11** Interwar Foreign Policy	Comparison	1.B Explain a historical concept, development, or process.	
SOC	**7.12** World War II: Mobilization	Causation	1.B Explain a historical concept, development, or process.	
WOR	**7.13** World War II: Military	Causation	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
	7.14 Postwar Diplomacy	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
	7.15 Comparison in Period 7	Comparison	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.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 7. Review the results in class to identify and address any student misunderstandings.

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TOPIC 7.1
Contextualizing Period 7

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 7: Learning Objective A

Explain the context in which America grew into its role as a world power.

PREVIEW: UNIT 7 KEY CONCEPTS

KC-7.1

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

KC-7.1.I

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

KC-7.1.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.

KC-7.1.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.

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LEARNING OBJECTIVE

Unit 7: Learning Objective A

Explain the context in which America grew into its role as a world power.

PREVIEW: UNIT 7 KEY CONCEPTS

KC-7.2

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

KC-7.2.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.

KC-7.2.II

Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.

KC-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.

KC-7.3.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.

KC-7.3.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.

KC-7.3.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.

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OPTIONAL ACTIVITY

Think, Pair, Share

Strengthen students' ability to contextualize historical developments by using a three-step process to link broad patterns to specific developments.

Duration: ~40 mins
Sequence: Anytime

1. Draw three large downward pointing triangles on the board and write the following topics from period 7 under each:
   - International Conflicts: Spanish–American War, World War I, and World War II
   - Reform Movements: political, social, and economic
   - Demographic Change: regional migration, urbanization, and immigration
2. Using the "Preview: Unit 7 Key Concepts" section of the Topic 7.1 page in the Course and Exam Description as a guide, give students a brief introduction to each topic.
3. Lead a brief discussion focused on defining the meaning of broader historical context. Note that historical developments are often best understood in the context of regional, national, or global processes that develop over time. Label the triangles on the board as follows: top: "broad development," middle: "specific example," and bottom: "linkage statement."
4. Ask students to consider how global, national, or regional developments in period 6 might provide helpful context for understanding the topics listed under each triangle on the board. Explain that contextualizing historical developments can be done in three steps.
   - Step 1: Identify a broad pattern related to the topic.
   - Step 2: Identify a specific example of that broad pattern.
   - Step 3: Use the specific example to explain how the broad pattern is linked to the historical development you are contextualizing.
5. Use an example like the one below to model completing these steps for the triangle about "International Conflicts."
   - Broad development: Business and government leaders worked to gain greater influence and control over markets outside the U.S. (Topics 6.6 and 6.12)
   - Specific example: Hawaii
   - Linkage Statement: In the second half of the 19th century, U.S. business interests and government leaders worked to gain greater influence and control over markets outside the U.S. For example, agricultural business interests expanded their influence in the Kingdom of Hawaii in the late 19th century, eventually leading to the overthrow of the government and the annexation of Hawaii to the United States. Events like this demonstrate how U.S. economic interests contributed to an expanded role of the country in the world and provide a helpful context for understanding the motivation for larger military conflicts like the Spanish–American War.

TOPIC 7.1
Contextualizing Period 7

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

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6. Ask students to complete the next two triangles on their own and then share their responses with a partner. Working together, students should refine their responses and prepare to share them with the class.

Close by asking for volunteers to come to the board and complete the triangles for reform and demographic change. Discuss their responses by noting strengths and areas for improvement. Emphasize the importance of understanding how historical developments are situated in broader processes that develop over time.

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TOPIC 7.2
Imperialism: Debates

SUGGESTED SKILL

Sourcing and Situation

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.

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective B

Explain the similarities and differences in attitudes about the nation's proper role in the world.

HISTORICAL DEVELOPMENTS

KC-7.3.I.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.

KC-7.3.I.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 United States should not extend its territory overseas.

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TOPIC 7.2
Imperialism: Debates

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.3.I.A

Imperialists:

- **Albert Beveridge:** Albert J. Beveridge, "The 'March of the Flag' Beginning of Greater America" (speech, Indianapolis, September 16, 1898). In this campaign speech, U.S. Senator Beveridge, outlined his endorsement for the American colonization of Hawaii, Cuba, Puerto Rico, and the Philippines, as well as further U.S. expansion into Asia. Suggested excerpt: the section titled "The Issue Not Partisan But American" that begins "Therefore, in this campaign... and ends "...think of it to-day!"
- **Minor Keith:** B.C. Forbes, *Men Who Are Making America* (New York: B.C. Forbes Publishing, 1917), pp. 228–230. This biography of Keith details his role in transportation and agriculture in Central America. Suggested excerpt: page 228 begining with the paragraph "In the midst of his arduous railroad..." to the paragraph ending "...believable success to make his dream come true" on page 230.
- **Alfred Thayer Mahan:** Alfred Thayer Mahan, *The Influence of Sea Power Upon History, 1660–1783* (Boston: Little, Brown, and Company, 1898), pp. 81–83. Mahan was a military strategists in the nineteenth and early twentieth centuries. In this work, he considers the importance of sea power to the United States. Suggested excerpt: page 81 beginning with the paragraph "To turn now from the particular lessons..." to the paragraph ending "...development of the power of the nation at sea" on page 83.
- **Josiah Strong:** Josiah Strong, *Our Country: Its Possible Future and Its Present Crisis* (New York: The Independent Press, 1885), pp. 173–176. One of the leaders of the Social Gospel movement, Strong advocated for colonization as a means to achieve religious and economic objectives, and promoted a racial hierarchy to justify American imperialism.

KC-7.3.I.B

Anti-imperialists:

- **Anti-Imperialist League:** "Platform of the American Anti-Imperialist League," 1899. The American Anti-Imperialist League was founded by Andrew Carnegie and others in response to American imperialism in the Philippines. This platform draws on America's founding documents to argue against imperialism.
- **Andrew Carnegie:** Andrew Carnegie, "Distant Possessions: The Parting of the Ways," *The North American Review*, August 1898, pp. 239–243. Carnegie lays out his opposition to American imperialism in the Philippines. Suggested excerpt: the first three paragraphs, the section from "There are two kinds..." to "...it's own race there" on page 240, and the paragraph on page 243 that begins with "To reduce it to the concrete...".

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- **W.E.B. DuBois:** W.E.B. DuBois, "The African Roots of War," *The Atlantic*, May 1915. In this article, DuBois critiques imperialism. Suggested excerpt: the paragraph "So much for the past..." to the paragraph ending "...Democracy all about them."
- **Queen Lili'uokalani:** Lili'uokalani, letter to William McKinley, June 17, 1897. Queen Lili'uokalani wrote this letter to President McKinley to protest the annexation of her kingdom.
- **Mark Twain:** Mark Twain, "To the Person Sitting in Darkness," *North American Review*, February 1, 1901. Twain's essay criticizes the impulses that drove U.S. imperial ambitions in China and the Philippines. Suggested excerpt: the final three paragraphs from "Shall we? That is, shall we..." to the end of the essay.

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TOPIC 7.2
Imperialism: Debates

OPTIONAL ACTIVITY

Researching an Author

Students utilize background information about authors to explain the significance of an author's point of view. Select a primary source for one imperialist and one anti-imperialist from the suggested sources.

Duration: ~20 mins
Sequence: Anytime

SUGGESTED SKILL

Sourcing and Situation

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.

1. Ask students to briefly research the author of each source on the internet to answer these questions:
   - What was their occupation?
   - What were they best known for?
2. Ask students to read the source and answer the questions below in a few sentences.
   - Explain how the authors' background, occupation, or purpose might have influenced the argument, tone, or content of each document.
   - Based on your research, why are the authors' attitudes about imperialism different?

Close by allowing several students to share their answers. Be sure to note when students provide strong examples of the significance of the author's point of view and offer suggestions for improving others'. Explain to students that the documents on the exam include source lines that provide important information about the source, which may help them with sourcing documents on the DBQ.

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TOPIC 7.3
The Spanish–American War

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective C

Explain the effects of the Spanish–American War.

HISTORICAL DEVELOPMENTS

KC-7.3.I.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.

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TOPIC 7.3
The Spanish–American War

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.3.I.C

Acquisition of island territories in the Caribbean and the Pacific:

- **Guam:** "The Bennington At Guam, Taussig Becomes the First Governor," *The Hawaiian Star*, February 20, 1899. This article (available through the Library of Congress) describes the arrival of the first United States governor of Guam.
- **Puerto Rico:** Eugenio María De Hostos, "To All Puerto Ricans," (New York, September 10, 1898). Hostos, a Puerto Rican educator and writer, responds to U.S. involvement with Puerto Rico.

Nationalist Movement in the Philippines:

- **Emilio Aguinaldo:** "Aguinaldo's Case against the United States," *North American Review*, September 1899, p. 425. This open letter to Americans argues that the U.S. violated Filipinos' right to self-determination.

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OPTIONAL ACTIVITY

Think, Pair, Share

This activity is built around "Aguinaldo's Case against the United States," as an example of the nationalist movement in the Philippines. The purpose of this activity is to help students practice sourcing.

Duration: ~30 mins
Sequence: End of lesson

1. Provide students with a copy of the source.
2. Since the goal of this activity is to explain sourcing (not merely identify it), share the following sentence starters:
   - Point of view: Written by a personal representative of the main leader of the Filipino independence movement, Emilio Aguinaldo, the article conveys a negative perspective of America's on-going presence in the Philippines by…
   - Purpose: The article seeks to convince readers to oppose U.S. actions in the Philippines by…
   - Historical situation: In the aftermath of the Spanish–American War as Americans were debating U.S. imperialist policies…
   - Audience: The article was intended for the American people…
3. Divide students into pairs and ask them to complete the sentences above, focusing on an explanation. Encourage students to reference their class notes or textbook when developing their response for historical situation.

   Possible answers based on the language of the source:

   - POV: …using strong language to describe U.S. actions in the Philippines including calling them a "barbaric war" and "ghastly horrors."
   - Purpose: …pointing out the hypocrisy of "government by consent in America" and "government by force in the Philippine Islands" and arguing that the U.S. didn't fulfill its promise to free the Philippines, claiming that the "atrocious cruelties" of the U.S. and Spain are equal.
   - Historical situation: …many Filipinos, like some anti-imperialists in the U.S. at the time, were becoming increasingly angry with the failure of the U.S. to live up to the ideals set forth at the start of the war to help the Philippines break free from Spain and establish a government modeled on the U.S. This frustration grew into an insurrection that began shortly after this document was published.
   - Audience: …whom the author believes were being misled by incorrect accounts of events as told by the American military and news media. By exposing the U.S. actions in the Philippines, the author hopes the American public will "rise en masse" to demand a change in U.S. policies.
4. Ask students to select the sourcing approach they find most helpful for understanding the article and explain why they find it helpful.

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

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Conclude with a class discussion focused on explaining that when they are sourcing, students must go beyond mere identification and get to how the sourcing approach is reflected in the document. Note that they will continue to work on this skill, by focusing on why their analysis of the source is significant to their arguments in essays. Emphasize that students need to consider which sourcing approach(es) best illuminate a particular source, so that they can focus their analysis accordingly.

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TOPIC 7.4
The Progressives

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 7: Learning Objective D

Compare the goals and effects of the Progressive reform movement.

HISTORICAL DEVELOPMENTS

KC-7.1.II.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.

KC-7.1.II.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.

KC-7.1.II.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 women's suffrage.

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SUGGESTED SKILL

Sourcing and Situation

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.

AVAILABLE RESOURCE

- Professional Development > **Teaching and Assessing Module—Period 7: 1890–1945, Focus on Research "Politicians and Reformers"**

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THEMATIC FOCUS

Geography and the Environment GEO

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 7: Learning Objective E

Compare attitudes toward the use of natural resources from 1890 to 1945.

HISTORICAL DEVELOPMENTS

KC-7.1.II.C

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

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.1.II.A

Progressive Era journalists:

- **Ng Poon Chew:** Ng Poon Chew, "The Treatment of the Exempt Classes of Chinese in the U.S. (1908)," in *Chinese American Voices: From the Gold Rush to the Present*, eds. Judy Yung, et al. (Berkeley: University of California Press, 2006), pp. 109–117. Although the Chinese Exclusion Act was extended in 1904, some nationalist groups, labor, and business communities continued to seek complete exclusion of those Chinese immigrants who were exempted by the law. Ng Poon Chew published this pamphlet to detail the treatment of the exempt classes. Suggested excerpt: the final two paragraphs.
- **Upton Sinclair:** Upton Sinclair, *The Jungle* (New York: Doubleday, Page, & Company, 1906), pp.161–162. Sinclair's book encouraged Theodore Roosevelt to push for the creation of the Food and Drug Administration to help regulate and stop the use of contaminated and rotten meat. Suggested excerpt: the third paragraph of Chapter XIV.
- **Ida Tarbell:** Ida Tarbell, *The History of the Standard Oil Company* (New York: McClure, Phillips & Co., 1904), p. 1080. Tarbell provides a description of how monopolies were built.

KC-7.1.II.B

Progressive reformers:

- **Grace Abbott:** William Atherton Du Puy, "Children's Bureau Chief Places the Modern Girl on a Pedestal," *The Washington Herald*, December 4, 1921. In this article, available through the Library of Congress, the author recounts the long career of Abbott in advocating for immigrants and children. This article is located in "The Washington Herald Magazine of Features and Fiction," near the end of the paper.
- **Louis Brandeis:** Louis Brandeis, "Curt Muller, Plaintiff in Error v. State of Oregon, Brief for Defendant in Error" (Supreme Court Brief for *Muller V. Oregon*, 1908). The Brandeis Brief compiled evidence for why the courts should treat women workers differently. Suggested excerpt: Section 2 "Second Part" on pages 18–20.
- **Nannie Burroughs:** Nannie Helen Burroughs, "How the Sisters are Hindered from Helping" (speech, National Baptist Convention, Richmond, January 1, 1900). Burroughs, the daughter of formerly enslaved parents, served as the editorial secretary and bookkeeper for the Foreign Mission Board of the National Baptist Convention and was one of the founders of the Women's Convention. In this speech, she addresses the status of Black women in the Baptist church.

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- **W.E.B. DuBois:** W.E.B. DuBois, *The Souls of Black Folk* (Chicago: A.C. McClurg, 1903), pp. 1–4. DuBois explores the position of African Americans in the United States, explaining the concept of the veil and a double consciousness.
- **Mary "Mother" Jones:** Mary Harris 'Mother' Jones, *The Autobiography of Mother Jones* (Chicago: Charles H. Kerr & Company, 1925), pp. 71, 82–83. In Chapter X, "The March of the Mill Children," labor activist "Mother" Jones details a march of children and laborers through the Northeast to draw attention to the issue of child labor. Suggested excerpt: the first three paragraphs of the chapter beginning with "In the spring of 1903..." to the paragraph ending "... to arrange a little publicity."
- **Robert La Follette:** Robert M. La Follette, "The Danger Threatening Representative Government" (speech, July 4, 1897). In this speech, La Follette calls for reform to counter the power of corporations and political machines.
- **Carlos Montezuma:** Carlos Montezuma, "Let My People Go" (speech, Lawrence, September 30, 1915). Montezuma, a member of the Yavapai (Mohave-Apache), delivered this speech at the conference of the Society of American Indians in Lawrence, Kansas. This speech is an example of Montezuma's critique of the Bureau of Indian Affairs.
- **Jeannette Rankin:** Jeannette Rankin, "Woman Suffrage" (speech, U.S. House of Representatives, January 10, 1918). Elected to the House of Representatives in 1916, Rankin was the first woman to serve in Congress. In this speech, she advocates for national woman's suffrage.
- **Theodore Roosevelt:** Theodore Roosevelt. "State of the Union Address" (speech, Washington D.C. December 2, 1902). In his second State of the Union address, Roosevelt discusses several of the major domestic and international issues of the period including his Progressive policies on land conservation, regulation of business, and urban development.
- **Booker T. Washington:** Langston Hughes, "Ballad of Booker T," June 1, 1941. This relatively short poem alludes to the debate between those, like Booker T. Washington who believed in economic self-help and industrial education and those like W.E.B. DuBois who rejected the gradualism of Washington. The Library of Congress has Hughes's drafts of the poem with his handwritten revisions.

KC-7.1.II.C

Preservationists and conservationists:

- **John Muir:** John Muir, letter to Theodore Roosevelt, April 21, 1908. In this letter to President Roosevelt, Muir condemns the flooding of the Hetch Hetchy valley, citing the impact it will have on Yosemite.
- **Gifford Pinchot:** Gifford Pinchot, The Fight for Conservation (New York: Doubleday, Page & Company, 1910). Pinchot's text outlines the goals and purpose of the conservation movement and clearly separates its goals from that of the preservation movement. Suggested excerpt: pages 42–47 of Chapter 4, "Principles of Conservation" beginning with the section "The first great fact about conservation...".

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OPTIONAL ACTIVITY

Discussion Groups

Provide students background information about the topic then use this activity to help students develop a deeper understanding of sourcing and the limitations of sourcing. Select one of the suggested primary sources for each of the historical developments in this topic (Progressive Era journalists; Progressive reformers; preservationists and conservationists) for use with this activity.

Duration: ~30 mins
Sequence: Anytime

1. Divide the class into groups of 4 and ask each group to read and analyze one of the selected sources.
2. Assign each group member one of these four sourcing approaches and ask them to consider the associated questions to evaluate its usefulness for developing historical understanding.
   - POV: What about the author's background could have influenced what they said in the source?
   - Purpose: What is the objective or goal of the author? What verb captures their motive?
   - Historical situation: What was happening at the time and in the place where the source was created? Is it immediate and related to its creation as opposed to broader in scope?
   - Audience: Who is intended as the recipient? How can you tell? How would this affect the reliability of the source?
3. Each group should have a brief discussion where students describe and then explain why their assigned sourcing would or wouldn't be the best fit for the source. Once they reach a consensus as to which of the four approaches would be the best option for helping them understand the historical significance of the source, conduct a class discussion where each group shares their findings.

Conclude with a class discussion on the limitations encountered in each of the approaches to sourcing. Ask students to identify specific limitations they encountered (i.e. what information wasn't available for their source) and explain why particular sourcing approaches, depending on the source at hand, can be more or less valuable for developing historical understanding.

SUGGESTED SKILL

Sourcing and Situation

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.

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SUGGESTED SKILL

Sourcing and Situation

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.

TOPIC 7.5
World War I: Military and Diplomacy

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective F

Explain the causes and consequences of U.S. involvement in World War I.

HISTORICAL DEVELOPMENTS

KC-7.3.II.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.

KC-7.3.II.B

Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance of the conflict in favor of the Allies.

KC-7.3.II.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.

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OPTIONAL SOURCES

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Examples and Sources

KC-7.3.II.B

Role of the American Expeditionary Forces:

- **Harlem Hellfighters:** Underwood & Underwood, "Famous New York soldiers return home. [The] 369th Infantry (old 15th National Guard of New York City) was the first New York regiment to parade as veterans of Great War. General view of parade and reviewing stand." 1919, National Archives Identifier: 533553. This image of African American soldiers at the close of World War I is one of several photographs of the return of the 369th Infantry available at the National Archives.
- **Meuse-Argonne Offensive:** United States Army Engineers 29th, *Map to illustrate the Meuse-Argonne Offensive: first, second, and last phases*, 1918. The Meuse-Argonne Offensive (September 26–November 11, 1918) was the final Allied offensive of World War I. It was the largest American Expeditionary Force operation of the war. Nearly one million American soldiers fought and participated in this offensive. This map illustrates the first, second, and last phases of the allied offensives.
- **Alvin C. York:** Cordell Hull, "Statement of Hon. Cordell Hull, A Representative in Congress from the State of Tennessee," in "Sergt. Alvin C. York Hearing before the Committee on Military Affairs, Sixty-Sixth Congress, First Session on H.R. 8599," October 20, 1919, control number 48039873, Library of Congress, pp 4–5. In this statement, Hull addresses York's roll in battle during World War I and requests additional honors from Congress for York. Suggested excerpt: from "The bill would authorize…" to the line ending "…Pattullo in the Saturday Evening Post."

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TOPIC 7.5
World War I: Military and Diplomacy

OPTIONAL ACTIVITY
Question the Image

Students analyze an image related to the military role of the United States in World War I while considering the significance of the historical situation in which the source was created. Select one of the suggested image sources for this topic.

Duration: ~10 mins
Sequence: Start of lesson and end of lesson

SUGGESTED SKILL

Sourcing and Situation

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.

1. Display the image at the start of the lesson without providing any background information. Ask students to consider what they would need to know about the image to understand its historical significance. Ask each student to write down at least three questions they need answered to understand the significance of the image.
2. Display the image again at the conclusion of your lesson(s) for Topic 7.5. Ask students to use what they have learned to try and answer their original questions. If needed, provide some basic information about the images to help students apply their learning to the source.
3. In a quick write, ask students to explain how the historical situation in which the source was created is significant for understanding how the source provides evidence of the role of the American Expeditionary Forces in the Allied victory in World War I.

Close by asking students how many of their original questions related to the historical situation in which the source was created. Most of the students' questions likely relate to historical situation. Use this to emphasize how important it is to consider historical situation when interpreting visual images like photographs and maps.

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TOPIC 7.6
World War I: Home Front

SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

Required Course Content

THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 7: Learning Objective G

Explain the causes and effects of international and internal migration patterns over time.

HISTORICAL DEVELOPMENTS

KC-7.2.I.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.

KC-7.2.II.A.i

Immigration from Europe reached its peak in the years before World War I. During 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.

KC-7.2.II.B.i

The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.

KC-7.2.II.C

In the 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.

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TOPIC 7.6
World War I: Home Front

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.2.I.C

Radicalism and Red Scare:

- **American Protective League:** American Protective League, letter to U.S. Food Administration regarding Carl A. Rink, June 27, 1918. This letter from the Superintendent of Investigations describes a man named Carl Rink as a hoarder of food and pro-German. During World War I the APL targeted individuals they deemed as pro-German, radicals, anarchists, or labor organizers.
- **Emma Goldman:** Emma Goldman, "We Don't Believe in Conscription" (speech, Harlem River Casino, May 18, 1917). Goldman, was arrested for delivering this speech and it was used as evidence in her anti-conscription trial. Suggested excerpt: begin with the paragraph "And so, friends..." to the paragraph ending "...we refuse to support such a war."
- **Palmer Raids:** Clifford Berryman, "The Christmas Spirit," *Washington Evening Star*, December 22, 1919. The Palmer raids of November 1919 led to the arrest and deportation of many alleged Communist sympathizers. This cartoon depicts the naval ship Buford, dubbed the Soviet Ark by the press, transporting 249 people, including Emma Goldman, to Russia.

KC-7.2.II.B.i

Economic opportunities in urban areas:

- **Chicago and Los Angeles:** James N. Gregory, *The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America* (Chapel Hill: UNC Press, 2005), pp. 23–28. Gregory studies the 20th century migrations of Black and White citizens seeking opportunities in the North and West. In this excerpt, he looks at the first phase of the diaspora and compares two families, one Black and one White, as they leave the South for factory jobs in Chicago and Los Angeles.

KC-7.2.II.C

Opportunities for African Americans in the North and West:

- **Chicago Defender:** "Letters of Negro Migrants of 1916–1918," *Journal of Negro History*, July 1919, vol. IV, no. 3, pp. 302–327. This is a collection of short letters written by African Americans in the South to the editor of the *Chicago Defender* inquiring about job prospects in the North and requesting information on how to move there. Suggested excerpt: the letters headed: Natchez, Miss., Sept. 22–17; Bessemer, Ala., 5/14/17; Memphis, Tenn., May 22nd, 1917; Selma, Ala., May 19, 1917; Port Arthur, Texas, 5/5th/17.

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- **Ada S. McKinley's Southside Settlement House:** "Welcoming the Fighters Home: A Short, Brief Sketch of the Effort to Make the Boys Feel at Home and that the Fireside Patriotism is Still Burning," in *Heroes of 1918: Stories from the Lips of Black Fighters* (Chicago: O. Walker, 1919), p. 27. This one-page article describes the founding of the South Side Soldiers and Sailors Club, later known as the South Side Settlement House, as a patriotic endeavor to help Black veterans returning from World War I.
- **National Urban League:** "A Contribution to Democracy: Report of Work 1917–1918," *Bulletin of National Urban League*, vol. 8, no. 1 (January 1919), pp. 3–4. These two pages discuss the work of the National Urban League and the organization of local units to investigate and support the needs of African Americans who migrated to urban areas.

KC-7.2.II.C

Discrimination during the Great Migration:

- **Red summer of 1919:** Ida B. Wells-Barnett, "The Arkansas Race Riot" (Chicago, 1920). In this publication, Wells describes Elaine, Arkansas in the aftermath of the violence of the late summer of 1919. Suggested excerpt: Chapter III.
- **1921 Tulsa Massacre:** Maurice Willows, "Report," December 31, 1921. Willows, the director of relief for the American Red Cross, produced this report of the Tulsa Massacre. Suggested excerpt: Chapter 1.

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TOPIC 7.6
World War I: Home Front

OPTIONAL ACTIVITY

Close Reading

Students develop a process for analyzing an author's argument. Utilize this activity if you selected Emma Goldman's "We don't believe in Conscription."

Duration: ~20 mins
Sequence: Anytime

SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

1. Ask students to read the source and think about what the author is trying to explain. Use the following questions to guide their thinking:
   - What do you think the passage is about?
   - Describe what the passage is about in a few of your own words in the margin next to the passage.
2. Direct students to look at the source again and consider the author's claims.
   - Can you identify where the author has made their points or claims clearly in the source?
   - Underline the places where you see the main points or claims written in the passage.
3. Ask students to think about the author's reasoning.
   - Does the author give any reasons for making the claims?
   - What reasons does the author include for why they are making their claims or why they think they are right?
   - Put parentheses around any of the author's reasons for making their claims.
4. Ask students to look for evidence in the source.
   - Does this passage include any evidence that supports the claims? What proof does the author include to show their claims are a strong ones?
   - Circle any evidence that you think supports the author's claims.
5. Ask students to evaluate the author's claims.
   - To what extent are the author's claims confirmed or called into question by historical evidence? Look at your class notes or conduct additional research to identify evidence, not provided in the source, to either support or refute one of the author's claims.
   - At the bottom of the passage, identify your position on the author's claim and explain how the evidence you identified supports or refutes the author's claim.

Review the students' work and emphasize that their ability to effectively analyze and understand arguments is important for history class and a wide range of academic and real-world situations.

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TOPIC 7.7
1920s: Innovations in Communication and Technology

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology WXT

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 7: Learning Objective H

Explain the causes and effects of the innovations in communication and technology in the United States over time.

HISTORICAL DEVELOPMENTS

KC-7.1.I.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.

KC-7.2.I.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.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

AVAILABLE RESOURCE

- Classroom Resources > **Lesson Plans for AP U.S. History: The Automobile in American Life**

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TOPIC 7.7
1920s: Innovations in Communication and Technology

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.1.I.A

New technologies and manufacturing techniques:

- **Fordism:** David E. Nye, *America's Assembly Line* (Cambridge: MIT Press, 2013), pp. 23–24, 43–47. Nye's text offers context for the foundations of the assembly line and its social and cultural implications.
- **Scientific management:** Clarence Bertrand Thompson, *The Theory and Practice of Scientific Management* (Houghton: Boston, 1917), pp. 10–11. Thompson defines and outlines the value of scientific management to the producer. Suggested excerpt: the section beginning with "In its dealings" in Chapter 1.

KC-7.2.I.A

Spread of national culture and greater awareness of regional cultures:

- **Black Swan Records:** David Suisman, "Black Swan Rising," *Humanities*, November/December 2010. In this article about the history of Black Swan Records, Suisman explores the relationship between politics and culture in the founding and operation of the company.
- **Jack L. Cooper:** William Barlow, *Voice Over: The Making of Black Radio* (Philadelphia: Temple University Press, 1999), pp. 50–58. Barlow describes Cooper's career in radio broadcasting.
- **Grand Ole Opry (WSM):** Grand Ole Opry Program, December 24, 1960. Concert program for the Grand Ole Opry. While this program listing artists and sponsors' segments is from a few years after 1945, it details the history and cultural importance of the Grand Ole Opry.
- **National Broadcasting Company (NBC):** NBC, "Announcing the National Broadcasting Company, Inc.: National radio broadcasting with better programs permanently assured by this important action of the Radio Corporation of America in the interest of the listening public," 1926. This advertisement appeared in newspapers across the U.S. and marked the beginning of a new era in radio broadcasting. The following year, NBC aired the first coast-to-coast radio broadcast, the Rose Bowl.

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OPTIONAL ACTIVITY

Guided Discussion

Students make connections between multiple historical developments related to consumerism. Use this activity as a brief introduction to a broader lesson on the innovations in communications and technology in the 1920s. Select one of the suggested primary sources for this topic to use with this activity.

Duration: ~15 mins
Sequence: Start of lesson

1. For homework, ask students to use their textbook to define consumerism in the context of the 1920s and explain why this concept is relevant to the decade.
2. Divide students into small groups. Ask them to share their definitions of consumerism and work together to select the best definition in the group.
3. With this definition in mind, ask students to compare the role of consumerism in the 1920s to its role in the Market Revolution of the early 1800s and the rise of industrial capitalism in the late 1800s. Ask groups to brainstorm a short list of technological innovations that connect to the development of consumerism in the 19th and 20th centuries. Ask them to consider how consumerism demonstrates continuity and change over time.
4. Distribute copies of the primary source. Ask students to read it independently and highlight text that reveals a connection to consumerism. Ask them to add margin notes to explain this connection.

Close by allowing several students to explain how they think the source connects to consumerism and lead a discussion about whether the source demonstrates a continuity and/or change in consumerism.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

AVAILABLE RESOURCE

- Classroom Resources > Lesson Plans for AP U.S. History: Consumer Culture and the 1920s

TOPIC 7.8
1920s: Cultural and Political Controversies

Required Course Content

THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 7: Learning Objective G

Explain the causes and effects of international and internal migration patterns over time.

HISTORICAL DEVELOPMENTS

KC-7.1.I.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.

KC-7.2.II.A.ii

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.

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THEMATIC FOCUS

American and Regional Culture ARC

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 7: Learning Objective I

Explain the causes and effects of developments in popular culture in the United States over time.

HISTORICAL DEVELOPMENTS

KC-7.2.I.B

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

KC-7.2.I.D

In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

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TOPIC 7.8
1920s: Cultural and Political Controversies

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.1.I.B

New economic opportunities:

- **Hector Boiardi:** Hector Boiardi and Louis Nichols, *Famous Italian dishes by Chef Hector Boiardi* (Chef Boy-Ar-Dee Quality Foods, ca. 1930), pp. 2 and 16–17, University of Iowa, Libraries, Special Collections Department. Boiardi, an immigrant from Italy, started as an entrepreneur in Cleveland in the restaurant business. His business grew with the development of a nationally distributed canned food brand. This document describes Boiardi's career mass producing food for American consumers.
- **Elizabeth N. Graham:** Elizabeth Arden, "A Summer Girl Without Regrets," 1922. This advertisement reflects the marketing that contributed to the growth of Graham's (Florence Nightingale Graham) cosmetics business that began with a salon in New York City.
- **Rudolph Valentino:** *The Four Horsemen of the Apocalypse*, directed by Rex Ingram (1921, Metro Pictures). Valentino's performance as Julio Desnoyers contributed to his silent film stardom. Suggested excerpt: a short clip of the tango scene.
- **Anna May Wong:** Karen Janis Leong, "Anna May Wong" in *The China Mystique Pearl S. Buck, Anna May Wong, Mayling Soong, and the Transformation of American Orientalism* (Berkeley: University of California Press, 2005), pp. 62–65 and 71–73. The Chapter "Anna May Wong" examines the complex racial identity of silent film star Anna May Wong and reveals how Hollywood's portrayal of Asians both benefited and significantly limited Wong's career.

KC-7.2.II.A.ii

Nativism:

- ***Ozawa v. United States:*** *Takao Ozawa v. United States*, 260 U.S. 178 (1922). In this Supreme Court case, the Court established racial limits for U.S. citizenship limiting access to citizenship for people of East Asian ancestry. Suggested excerpt: the section from the "Opinion of the Court" beginning with "The question then, is Who are comprehended" and ending with the paragraph that concludes "...considerations are in no manner involved."
- **Bhagat Singh Thind:** *United States v Bhagat Singh Thind*, 261 U.S. 204 (1923). Along with Ozawa, this case excluded all Asian immigrants from U.S. citizenship. Suggested excerpt: either the entire "Opinion of the Court" or the section beginning with the paragraph "Does the act of February 5, 1917..." to the paragraph ending "...made up of such heterogeneous elements."

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- **Bartolomeo Vanzetti and Nicola Sacco:** Bartolomeo Vanzetti, "Last statement of Bartolomeo Vanzetti," August 1929. Having been convicted of multiple murders and sentenced to death, Vanzetti addresses the court for a final time. He pleads his innocence and says that he believes he has been convicted for being a radical and Italian immigrant. Suggested excerpt: the first and last paragraphs of the statement.

KC-7.2.I.B

Art and literature that expressed ethnic and regional identities:

- **Duke Ellington:** Duke Ellington, "It Don't Mean a Thing (If It Ain't Got That Swing)," 1931. Composed by Ellington in 1931 with lyrics by Irving Mills, this song was performed by many artists during the mid-20th century, including Ellington's collaborations with Louis Armstrong and Ella Fitzgerald.
- **Yun Gee:** Yun Gee, *Where Is My Mother*, 1926, private collection; *Chinese Musicians*, 1927, Hirshhorn Museum and Sculpture Garden, Smithsonian Institution. Anthony W. Lee, "Revolutionary Artists," in *Picturing Chinatown—Art and Orientalism in San Francisco* (Berkeley: University of California Press, 2001), pp. 201–206. These two works by Chinese American artist Yun Gee were completed during the period he was involved with the Chinese Revolutionary Artists' Club in San Francisco. Lee's book examines this organization. Suggested excerpt: the first section of Chapter 5.
- **Kahlil Gibran:** Kahlil Gibran, "To Young Americans of Syrian Origin," 1926. In this poem, Gibran speaks to the children of Syrian immigrants, exploring their role in American society while encouraging pride in the United States and in their heritage.
- **Billie Holiday:** Billie Holliday, "Strange Fruit," 1939. Jazz singer, Billie Holliday sings of the "strange fruit" of dead bodies hung from southern trees. Holliday's song helped bring increased awareness to lynching.
- **Langston Hughes:** Langston Hughes, "Mother to Son," 1922. Hughes' poem, written during the Harlem Renaissance suggests the struggles he and other African Americans faced, as well as the possibility of progress.
- **Zora Neale Hurston:** Zora Neale Hurston, "The Eatonville Anthology" (1926). Hurston's "Eatonville Anthology" provides a fictionalized account of the lived experience of a Black woman in segregated Florida. Suggested excerpts: the sections titled "The Way of a Man with a Train" and "The Head of the Nail."
- **Nicholas Brothers:** "Jumpin' Jive" in *Stormy Weather*, directed by Andrew L. Stone, (1943, 20th Century Fox). In this clip from the musical *Stormy Weather*, band leader Cab Calloway and tap dancers Fayard Nicholas and Harold Nicholas perform Calloway's "Jumpin' Jive." Calloway and the Nicholas Brothers were featured performers at the Cotton Club during the Harlem Renaissance.
- **Bessie Smith:** Bessie Smith, "Downhearted Blues," 1923. Bessie Smith's performance of "Down Hearted Blues," written by Alberta Hunter and Lovie Austin, became a blues classic.

KC-7.2.I.D

Cultural and political debates:

- ***Buck v. Bell:*** *Buck v. Bell*, 274 U.S. 200 (1927). This case permitted the sterilization of Carrie Buck for eugenic purposes. Suggested excerpt: the paragraph on page 274 of Oliver Wendell Holmes' majority opinion that starts with "The attack is not upon the procedure…"

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- **Calvin Coolidge:** Calvin Coolidge, letter to Charles F. Gardner, August 9, 1924. President Coolidge responds to a letter from a constituent who was concerned about the possibility of an African American man receiving the Republican nomination for a congressional seat in New York. Coolidge asserts that all men, regardless of their race, are guaranteed equal rights by the Constitution.
- **Henry Gerber:** State of Illinois Office of the Secretary of State, The Society for Human Rights Full Charter Document, December 10, 1924. Henry Gerber was an early activist for LGBTQ+ rights and a founder of The Society for Human Rights. Suggested excerpt: section two of the source beginning with "The object for which is formed is to...".
- **Sinclair Lewis:** Sinclair Lewis, *Main Street* (New York: Harcourt, Brace and Company, 1920), pp. 244–245. *Main Street,* published in 1920, explores small-town life in America's Middle West. Suggested excerpt: the section in Chapter XX beginning with the paragraph "With a loose-lipped, superior, village smile..." to the paragraph ending "...I just don't know what the world's coming to!".
- **Aimee Semple McPherson:** Aimee Semple McPherson, "Shall We Gather at the River?" (Los Angeles, 1924), Michigan State University, G. Robert Vincent Voice Library, sermon, audio. McPherson headed a multimedia ministry that included her own radio station. In this sermon, she addresses prohibition.
- **Valentine Stuart McClatchy:** Valentine Stuart McClatchy, "The Germany of Asia: Japan's Policy in the Far East" (April 1919), pp. 27–29. McClatchy actively lobbied for restrictive laws to block the legal entry of non-white immigrants, which eventually led to the passage of the Immigration Act of 1924. He also advocated for policies that would strip the children of non-white immigrants, especially Asians, of their birthright citizenship. Suggested excerpt: from "The Picture Brides" on page 27 to the paragraph ending "...makes remedial measures the more difficult" on page 29.
- **Alice Paul:** Alice Paul, "Arguing for the ERA," in *Through Women's Eyes: An American History with Documents*, ed. Ellen Carol DuBois and Lynn Dumenil (Boston: Bedford St. Martin's, 2005), pp. 484–485. This document has Paul's argument in favor of the Equal Rights Amendment, including her five main points in favor of the ERA.
- **Scopes Trial:** Arthur G. Racey, "The Oak That Braved A Thousand Storms," 1925. This cartoon, originally published in the *Montreal Daily Star* in Canada, depicts William Jennings Bryan and Clarence Darrow as mosquitoes trying to cut down oak trees labeled Christianity and Science. The Cartoon was republished in the United States in the July 25, 1925 issue of The *Literary Digest* (page 18) as part of an article on the international reaction to the trial.

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OPTIONAL ACTIVITY

Contextualizing Primary Sources

Using one of the suggested sources for nativism, ask students to explain how the historical development or process in the selected source is situated within a broader historical context.

Duration: ~20 mins
Sequence: Anytime

1. Ask students to read the selected source with a partner and complete the following steps:
   - Read through the source title and description: What does the year of publication, title, and author suggest about the source? Annotate your findings.
   - Read the source: Work with a partner to write one sentence that describes the specific historical development or process reflected in the source.
2. Guide students through a class debrief. To ensure that students accurately understand the source, concentrate on the rise of nativism in the aftermath of World War I and the passage of immigration restrictions in the 1920s.
3. In a brainstorm, ask students to suggest several broader historical contexts related to the time period. They should think about relevant regional, national, or international developments.

   If students struggle, provide them with some of the following examples:

   - Progressive Era reforms; World War I; First Red Scare; immigration; urbanization; Russian Revolution
4. Write two of the suggestions on the board that provide helpful context for understanding the historical development in the source. These suggestions should be developments that the students are already familiar with. Ask students to do the following:
   - Select the suggested context you are most confident connects to the historical development addressed in the source.
   - Individually write one or two sentences explaining how the suggested context relates to the development.
   - Exchange answers with at least two other students, one who selected the same context and one who selected the other option. Check your work and consider how both suggestions provide a helpful context for understanding the development.

Debrief the activity by discussing why contextual understanding of a specific development or process is an essential component to developing a deeper historical understanding.

TOPIC 7.8
1920s: Cultural and Political Controversies

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

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SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

TOPIC 7.9
The Great Depression

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology WXT

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 7: Learning Objective J

Explain the causes of the Great Depression and its effects on the economy.

HISTORICAL DEVELOPMENTS

KC-7.1.I

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

KC-7.1.I.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.

KC-7.1.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.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.1.I

Large companies:

- **Ford Motor Company:** W.C. Cowling, letter to Mary Church Terrell, April 27, 1937, call number mss42549, image 22 of Mary Church Terrell Papers: Correspondence, 1886–1954; 1937, Mar.-May, Library of Congress. This letter from the General Sales Manager of the Ford Motor Company to African American educator and activist Mary Church Terrell congratulates her on the purchase of a Ford car and assures her they are hoping to keep her a satisfied customer.
- **Macy's:** William Leach, *Land of Desire: Merchants, Power, and the Rise of a New American Culture* (New York: Vintage Books, 2001), pp. 331–338. The section "Ragamuffins and Macy's Thanksgiving Day Parade" examines the origins of the event, and discusses growing consumerism during the period.

KC-7.1.III

Policymakers:

- **Frances Perkins:** Frances Perkins, "Social Insurance for U.S.," February 25, 1935. This is a transcript of an NBC radio broadcast by Frances Perkins, Roosevelt's Secretary of Labor and the first woman to hold a Cabinet-level position. In this broadcast, Perkins defends the Social Security Act, then being debated in Congress. Suggested excerpt: the paragraph beginning with "Our program deals with safeguards..." and ending with the paragraph "...compulsory system an opportunity to provide for themselves."

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TOPIC 7.9
Great Depression

OPTIONAL ACTIVITY

Making and Explaining Connections

Students read Frances Perkins's "Social Insurance for U.S." to make and explain relevant connections between this source and historical developments and processes from the same time-period.

Duration: ~40 mins
Sequence: Anytime

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

1. For homework, ask students to read and take notes on their textbook's coverage of the Great Depression.
2. Divide students into pairs and ask them to briefly review their homework and consider connections between the Great Depression and the role of government in the economy. Provide the following questions to help students get started:
   - How did the Great Depression result in calls for a stronger financial regulatory system?
   - How did the Great Depression transform the U.S. into a limited welfare state?
3. Provide students with a copy of the source and ask them to answer these questions as they read:
   - What is the main connection you can make between the source and calls for a stronger financial regulatory system?
   - What is the main connection you can make between the source and transforming the U.S. into a limited welfare state?
   - What evidence can you provide from your homework assignment to support either connection?
4. Ask students to focus on explaining these connections by writing two or three sentences that answer each of the following questions:
   - How does this source relate to calls for a stronger financial regulatory system?
   - How does this source relate to transforming the U.S. into a limited welfare state?
   - Why would Franklin Delano Roosevelt's administration try to redefine the role played by the federal government in the national economy

Explaining relevant connections instead of merely making them will be more challenging for students, so close this activity with a debrief that emphasizes how the Great Depression relates to both calls for a stronger financial regulatory system and transforming the U.S. into a limited welfare state.

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TOPIC 7.10
The New Deal

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 7: Learning Objective K

Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.

HISTORICAL DEVELOPMENTS

KC-7.1.III.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.

KC-7.1.III.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.

KC-7.1.III.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.

KC-7.2.II.B.ii

The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

AVAILABLE RESOURCE

- Professional Development > **Teaching and Assessing Module—Period 7: 1890–1945, Focus on Research "Evolution of Industrial Capitalism"**

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TOPIC 7.10
New Deal

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.1.III.A

Use of government power:

- **Civilian Conservation Corp:** Frederick K. Johnson, "The Civilian Conservation Corps: A New Deal for Youth," *Minnesota History Magazine*, Fall 1983, pp. 297–298, 302, and 298–299. Johnson provides a first-hand account of working in the CCC and its impact.
- **Civilian Conservation Corps Indian Division:** Mattea V. Sanders, "I Got to Do Something to Keep My Family Up: The CCC-Indian Division Offers a New Deal for the Eastern Band of Cherokees," *Prologue, Quarterly of the National Archives, and Records Administration*, winter 2014, vol. 46, no. 4, pp. 25–34. Sanders provides a detailed history of the CCC-Indian Division with a focus on the Eastern Band of the Cherokee.
- **Puerto Rico Reconstruction Administration:** Franklin D. Roosevelt, "Executive Order 7057 Establishing the Puerto Rico Reconstruction Administration." May 28, 1935. The executive order outlines the parameters of PRRA.
- **Recreation in Tennessee:** Tennessee State Planning Commission, "The Park, Parkway and Recreational Area Study of Tennessee: A Preliminary Report," *Bulletin* no. 15, January 1939, pp. 3–5, 9. This bulletin, available online by searching the HathiTrust Digital Library, discusses federal support for the development of recreational facilities in Tennessee through a variety of New Deal agencies. Jim Crow segregation is evident as the report designates facilities by race.

KC-7.1.III.B

Radical, union, and populist movements:

- **Congress of Industrial Organizations:** Cecil Carnes, *John L. Lewis, Leader of Labor* (New York: Robert Speller Publishing Co., 1936), pp. 238–240. This excerpt describes CIO Leader John L. Lewis' negotiations with the Roosevelt administration to legally protect collective bargaining with the National Industrial Recovery Act.
- **League of the Physically Handicapped:** Doris Zames Fleischer and Frieda Zames, *The Disability Rights Movement: From Charity to Confrontation, Updated Edition* (Philadelphia: Temple University Press, 2011), pp. 1–7. The sections titled "FDR, the Cured Cripple" and "League of the Physically Handicapped" explore two aspects of disability history in the 1930s: the limited public understanding of FDR's disability and the development of a disability-rights movement that pushed for inclusion in New Deal jobs programs.

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- **Huey Long:** Huey Long, "Our Plundering Government" (speech, February 18, 1935). This speech provides an example of Long's critique of the federal government under Roosevelt. Suggested excerpt: the paragraph beginning "In other words, said Plato..." to the paragraph ending "...government the means with which to do so."
- **Emma Tenayuca:** Henry A. Guerra, Jr., "Miracle of Loaves Re-enacted: In Local Emergency as Fellow Catholics Aid Pecan Shellers Facing Starvation," *The Rattler*, November 24, 1938, The Portal to Texas History, St. Mary's University Louis J. Blume Library, pp. 1, 5, and 6. This article is a local example of the tensions between union leaders, workers, business owners, and the Roosevelt administration.

KC-7.1.III.B

Efforts to limit the New Deal's scope:

- ***Schechter Poultry Corp v. United States:*** *A. L. A. Schechter Poultry Corp. v. United States*, 295 U.S. 495 (1935), pp. 541–542. This Supreme Court case found portions of the National Industrial Recovery Act of 1933 unconstitutional. Suggested excerpt: the paragraph beginning "To summarize and conclude upon this point..." in the Opinion of the Court.
- **Conservative Manifesto:** John Robert Moore, "Josiah W. Bailey and the 'Conservative Manifesto,'" *The Journal of Southern History* 31, no. 1 (February 1965), pp. 29–36. This is a summary of the contexts, content, and results of the Conservative Manifesto.

KC-7.1.III.C

Legacy of reforms and regulatory agencies:

- **Glass-Steagall Act:** "Glass-Steagall Act," June 10, 1933. The Banking Act of 1933, more often called the Glass–Steagall Act, was passed in the aftermath of the stock market crash that brought on the Great Depression. Suggested excerpt: the paragraph beginning "Said board of directors..."

KC-7.1.III.C

Political realignment:

- **Mary McLeod Bethune:** "Completes First Year as Director, *The Northwest Enterprise*, July 9, 1937, p.1. Bethune was appointed director of the National Youth Administration's Division of Negro Affairs in 1936 by President Roosevelt. This article (available through the Library of Congress) describes her first year in the role.
- **Dionisio (Dennis) Chávez:** Roy Lujan, "Dennis Chavez and the National Agenda: 1933–1946." *New Mexico Historical Review* 74:1 (1999), pp. 56, 58–61. This article provides an overview of Chavez's life and career. It discusses Chavez's decision to join the Democratic Party, despite the Republican Party dominating his locality for most of his youth.
- **Fiorello La Guardia:** Fiorello La Guardia, letter to Eleanor Roosevelt, April 2, 1947, in *The Eleanor Roosevelt Papers, vol. 1, The Human Rights Years*, 1945–1948, ed. Allida Black (Charlottesville: University of Virginia Press, 2010). In this letter, La Guardia, the mayor of New York City, expresses his concern that the New Deal coalition is falling apart and he calls for a new, "truly progressive" coalition. Suggested excerpt: the first three paragraphs and the last two paragraphs.

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TOPIC 7.10
New Deal

OPTIONAL ACTIVITY

Making and Explaining Connections

Students make and explain relevant connections between a source and the historical developments and processes in period 7. Select one of the suggested primary sources about the use of government power for this activity.

Duration: ~40 mins
Sequence: Anytime

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

1. For homework, ask students to read and take notes on their textbook's coverage of Franklin D. Roosevelt's New Deal while focusing on the three Rs: relief, recovery, and reform.
2. Divide the class into groups of 3 and ask each group member to take responsibility for one of the three Rs as they briefly review their homework to explore connections between the New Deal and the American economy. Provide the following questions to help students get started:
   - Relief: How did the New Deal attempt to provide relief to the poor? What are one or two federal agencies or actions that strived to achieve this goal?
   - Recovery: How did the New Deal attempt to stimulate recovery? What are one or two federal agencies or actions that strived to achieve this goal?
   - Reform: How did the New Deal attempt to change the American economy? What are one or two federal agencies or actions that strived to achieve this goal?
3. Provide students with a copy of the selected source. Ask them to read it and then answer the following questions with their group:
   - What is the main connection you can make between the source and the New Deal's goals of relief, recovery, or reform?
   - What evidence can you provide from your homework assignment to support your connections?
   - What makes these connections relevant?
4. Ask students to focus on explaining these connections by writing two or three sentences that answer each of the following questions:
   - How does this source relate to the New Deal's goals of providing relief, recovery, or reform?
   - Evaluate the extent to which FDR's New Deal can be considered successful in ending the Great Depression. Use the source and evidence from your homework to briefly support your argument.

Explaining relevant connections instead of merely making them will be more challenging for students, so close this activity with a debrief that emphasizes how FDR's New Deal agencies and policies relate to economic conditions during the Great Depression.

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TOPIC 7.11
Interwar Foreign Policy

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective B

Explain the similarities and differences in attitudes about the nation's proper role in the world.

HISTORICAL DEVELOPMENTS

KC-7.3.II.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.

KC-7.3.II.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.

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

AVAILABLE RESOURCE

- Professional Development > Teaching and Assessing Module—Period 7: 1890–1945, Focus on Research "The U.S. on the World Stage"

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TOPIC 7.11
Interwar Foreign Policy

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.3.II.D

Foreign policy:

- **Dawes Plan:** George C. Herring, *The American Century and Beyond: U.S. Foreign Relations, 1893–2014* (New York: Oxford University Press, 2008), pp. 157–161. In 1924, U.S. banker Charles Dawes led the negotiations of an arrangement that not only helped Germany repay reparations from World War I, but also helped revive the German economy. Suggested excerpt: the paragraph that begins "In Europe reconstruction…" on page 157 to the paragraph that ends "…European recovery and stability" on page 161.
- **Kellogg-Briand Pact:** George C. Herring, *The American Century and Beyond: U.S. Foreign Relations, 1893–2014* (New York: Oxford University Press, 2008), pp. 178–179. This treaty made war illegal as an instrument of national policy, demonstrating an American willingness to become involved in international affairs in ways that limited the likelihood of being involved in war. Suggested excerpt: the paragraph that begins "The high water mark …" on page 178 to the paragraph that ends "…for peaceful change" on page 179.
- **U.S. occupation of Haiti:** James Weldon Johnson, "The Truth About Haiti, An NAACP Investigation," *The Crisis*, September 1920, p. 220. In July 1915, Wilson sent Marines into Haiti to "restore order." The troops remained until Roosevelt withdrew them in 1934 as part of his Good Neighbor Policy. In this article, Johnson questions the motives and justifications for the occupation. Suggested excerpt: the paragraph that begins "It is a people…" to the paragraph ending with "…that there have been in Mexico."

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OPTIONAL ACTIVITY

Explaining Historical Developments

Strengthen students' ability to explain historical developments about interwar foreign policy decisions with a secondary source reading and discussion. Select one of the suggested secondary sources for this topic to use with this activity.

Duration: ~50 mins
Sequence: Anytime

1. Begin the activity by asking students to use the internet to define each pair of terms.
   - Unilateral foreign policy vs. multilateral foreign policy
   - Interventionist foreign policy vs. non-interventionist foreign policy
   - Internationalism vs. isolationism
2. Lead a discussion about these terms. Ask students to share their definitions and provide an example of each term from an earlier period in U.S. history. Explain that while each of these terms represents distinct approaches to foreign policy, they share characteristics (e.g. isolationism and non-interventionism both advocate for staying out of other countries' internal affairs), they are rarely mutually exclusive (e.g. a country might take a multilateral approach to trade but a unilateral approach to national security), they are often situational (e.g. a country might follow a non-interventionist approach in one area of the world but take an interventionist approach in a different area), and that there is rarely consensus about which approach is best (remind students about the debates related to imperialism in Topic 7.2).
3. Distribute individual copies of the excerpt you selected. Instruct students to make a key at the top of their reading, assigning a unique abbreviation to each foreign policy approach listed in step 1. Have them read the source, underline examples of each approach, and add the appropriate abbreviation to the margins. Note that they may need to use multiple abbreviations for the same text.
4. Lead a class discussion about the historical developments they underlined. Ask them to consider and discuss the following questions.
   - Which foreign policy approaches were most evident in the source? Why and how did the U.S. follow these approaches?
   - Was there any evidence of inconsistency in the United States' approach to foreign policy? Explain the inconsistency.
   - Was there evidence of disagreement among policymakers about which approach to take? If so, why?
5. In a quick write, have students use specific evidence from the source to support or refute the following claim.
   - In the years following World War I, the United States pursued a unilateral foreign policy that favored isolationism.

TOPIC 7.11
Interwar Foreign Policy

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

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Debrief the activity by asking a few students to share. Note that explaining historical concepts, developments, and processes isn't always simple. U.S. foreign policy in the interwar period, like many historical developments, is nuanced and requires a careful evaluation of the evidence to understand. This is why it is important to identify and explain specific historical evidence when writing about a topic.

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TOPIC 7.12
World War II: Mobilization

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 7: Learning Objective L

Explain how and why U.S. participation in World War II transformed American society.

HISTORICAL DEVELOPMENTS

KC-7.3.III.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.

KC-7.3.III.C.i

Mobilization 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.

KC-7.2.II.D

Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

AVAILABLE RESOURCE

- Classroom Resources > Essay from the American Organization of Historians and AP ("From Rosie the Riveter to the Global Assembly Line")

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TOPIC 7.12
World War II: Mobilization

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.3.III.B

Strong industrial base:

- **Boeing:** Andreas Feininger, "Boeing aircraft plant, Seattle, Washington. Production of B-17F (Flying Fortress) bombing planes. Fuselage sections," 1942, call number LC-USW3–041020-E, Library of Congress. This is a photograph of one of the main manufacturing facilities for the B-17 "Flying Fortress" bombers used by U.S. Army Air Forces. At the peak of production, Boeing manufactured several B-17s daily.
- **Marinship:** Constance Wong [Jade Snow Wong], "Marinship Chinese Workers are Building Ships to Free Their Home Land" in *Unbound Voices: A Documentary History of Chinese Women in San Francisco*, ed. Judy Yung (Berkeley: University of California Press, 1999), pp. 473–478. In this 1943 article, Jade Snow Wong describes the work done by Chinese women at Marinship in San Francisco.

KC-7.3.III.C.i

Opportunities for women and minorities:

- **All-American Girls Professional Baseball League:** Rockford Peaches players photograph, 1943, object number BL-1994-09814-01, All-American Girls Professional Baseball League photographic materials, National Baseball Hall of Fame Digital Collection. Mobilization for World War II contributed to opportunities for women in professional sports. This image depicts players in the All-American Girls Professional Baseball League in 1943.
- **Executive Order 8802:** Franklin D. Roosevelt, "Executive Order 8802: Prohibition of Discrimination in the Defense Industry" (June 25, 1941). Roosevelt issued this order in June 1941 after meeting with African American leaders who demanded an end to job discrimination in the defense industry.
- **Rosie the Riveter:** Jack Delano, "C. & N.W. R.R., Mrs. Marcella Hart, mother of three children, employed as a wiper at the roundhouse," Clinton, Iowa, April 1943. The picture reveals one of the many women reflected in Rosie the Riveter. Hart worked for the Chicago and North Western Railway Company during the war.
- **Willow Run:** Ann Rosener, "Production. Willow Run bomber plant. Experienced women workers at the Willow Run bomber plant operate such machines as this Rockwell hardness tester (left). Beginners are given such tasks as numbering small machine parts (right). Ford plant, Willow Run," July 1942. This photograph from the Office of War Information depicts the wartime employment opportunities at Willow Run, a manufacturing facility in Michigan built by Ford Motor Company that produced aircraft during the war.

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KC-7.3.III.C.i

Debates over racial segregation and challenges to civil liberties:

- **Double V Campaign:** Double V Campaign logo, *United Automobile Worker*, September 15, 1942. This image underscores the relationship between America's fight to expand democracy internationally and African Americans' struggle to obtain it in the United States.
- **A. Philip Randolph:** A. Philip Randolph, "The Call to Negro America to March on Washington," May 1941. Randolph called for a march on Washington to pressure the Roosevelt administration to end discrimination in government wartime contracting, as well as to integrate the military. Roosevelt issued Executive Order 8802, banning discrimination in defense industry contracts with the federal government, and Randolph called off the initial march.
- **Zoot Suit Riots:** The Coordinating Council for Latin American Youth, "Zoot Suit Riots Telegram," to President Franklin Roosevelt, June 7, 1943. The Coordinating Council for Latin American Youth sent this telegram to President Roosevelt urging his attention to the series of conflicts that occurred in June 1943 in Los Angeles between U.S. servicemen and Mexican American youths.

KC-7.3.III.C.i

Internment of Japanese Americans

- **Monica Sone:** Monica Sone, *Nisei Daughter* (Seattle: University of Washington Press, 1953), pp.144–164. Sone's autobiography is a memoir about growing up the daughter of Japanese immigrants and navigating her identity in America. In Chapter 8, "Pearl Harbor Echoes in Seattle," she discusses the impact of internment.
- **Kenji Okuda:** Kenji Okuda, letter to Norio Higano, May 30, 1942. In this letter, Okuda reflects on his experiences and feelings while interned at Camp Harmony in Washington.

KC-7.2.II.D

Migration to the United States from Mexico:

- **Ernesto Galarza:** Ernesto Galarza, *Strangers in Our Fields* (Washington D.C: Joint United States-Mexico Trade Union Committee, 1956), pp 5–6. Galarza was a Mexican American labor organizer and activist. In this work, he examines the lives of Mexican migrant workers in the United States in the 1940s and 1950s.
- **Sally Gutierrez McQuinn:** Sally Gutierrez McQuinn, Interview no. 1575, interviewed by Steve Velasquez, Bracero Oral History Project, University of Texas at El Paso, Salinas, July 28, 2005, pp 1–4. McQuinn worked as a bookkeeper handling payroll for Mexican migrant farm workers during World War II in Salinas, California. In the first portion of the interview she describes her experience in the 1940s.

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TOPIC 7.12
World War II: Mobilization

OPTIONAL ACTIVITY
Targeted Annotation

Strengthen students' ability to explain historical developments with this targeted annotation activity. Select one or two of the suggested text sources for this topic to use with this activity.

Duration: ~20 mins
Sequence: Anytime

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

1. Start the class by explaining mass mobilization in the context of World War II. In your discussion, be sure to emphasize how this both created opportunities and generated debates about civil liberties and democratic principles.
2. Distribute the selected source(s) and ask students to use two different colored pens to color code the source while reading. They should use one color to underline text that reveals opportunities and another color for text related to debates about civil liberties and/or democratic principles. Note that students may need to use both colors for the same text.
3. After students have underlined the text, instruct them to add margin notes connecting the text to one or more of the following specific historical events or developments:
   - Economic recovery that ended the Great Depression
   - America's strong industrial base
   - New job opportunities
   - Migration within and to the United States
   - Racial segregation
   - Racial discrimination
   - Japanese internment
4. In a quick write, ask students to sum up their notes from step 3 by explaining one way in which mass mobilization affected United States society.

Close the activity by leading a debrief about how and why U.S. participation in World War II transformed American society.

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TOPIC 7.13
World War II: Military

SUGGESTED SKILL

Argumentation

6.C

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

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective M

Explain the causes and effects of the victory of the United States and its allies over the Axis powers.

HISTORICAL DEVELOPMENTS

KC-7.3.III.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.

KC-7.3.III.C.ii

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.

KC-7.3.III.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.

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TOPIC 7.13
World War II: Military

OPTIONAL SOURCES

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Examples and Sources

KC-7.3.III.A

American view of the war:

- **Carlos Bulosan:** Carlos Bulosan, "Freedom from Want," *Saturday Evening Post*, March 6, 1943. Filipino emigrant, poet, longshoreman, and activist Carlos Bulosan was commissioned to write this piece accompanying one of the *Four Freedoms* paintings by Norman Rockwell.
- **Henry Luce:** Henry Luce, "The American Century," *Life Magazine*, February 17, 1941. Luce, the founder of a media enterprise that included *Time* and *Life* magazines, called for the U.S. to break from its supposedly isolationist past and to take on the role of world leadership. Suggested excerpt: the section titled "What Are We Fighting For?".
- **Norman Rockwell:** Norman Rockwell, *Four Freedoms: Freedom of Speech*, February 20, 1943; *Freedom of Worship*, February 27, 1943; *Freedom from Want*, March 6, 1943; and *Freedom from Fear*, March 13, 1943, *Saturday Evening Post*, 1943. Rockwell's 1943 paintings interpreted Franklin Roosevelt's January 1941 Congressional address, in which the U.S. president envisioned four basic freedoms.

KC-7.3.III.C.ii

Opportunities for and contributions of Americans during World War II

- **All-Nisei units:** Nobuo Dick Kishiue, "Island Hopping from Makin to Saipan to Okinawa," 1993. The Military Intelligence Service (MIS) was an all-Japanese American (Nisei) unit in the U.S. Army that played a critical role in the U.S. battles against Japan during World War II. This testimony by former MIS linguist Nobuo Dick Kishiue was collected by the Japanese American Veterans Association.
- **Code Girls:** Ann Caracristi, "Government Girls of World War II," interview by Leslie Sewell, Veterans History Project, American Folklife Center, Library of Congress. Caracristi worked along with nearly 10,000 other women who were recruited for wartime intelligence work in Washington. These women served as cryptanalysts and code breakers during the war.
- **Code Talkers:** Clayton B. Vogel, memorandum to the Commandant, U.S. Marine Corps, "Regarding Enlistment of Navaho Indians," March 6, 1942. This military memo discusses the benefits of using Diné (Navajo) people for secret communications during World War II.

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- **D-Day:** Dwight D. Eisenhower, "D-day statement to soldiers, sailors, and airmen of the Allied Expeditionary Force," June 1944, Collection DDE-EPRE: Eisenhower, Dwight D: Papers, Pre-Presidential, 1916–1952, Dwight D. Eisenhower Library, National Archives and Records Administration. In this document, Eisenhower offers encouragement to the 175,000-member expeditionary force on the eve of the D-Day invasion.
- **442nd Regimental Combat Team:** Minoru Masuda, Letters from the 442nd: The World War II Correspondence of a Japanese American Medic (Seattle: University of Washington Press, 2008). This collection of letters by a veteran of the all Japanese American 442nd Regimental Combat Team provides accounts of the soldier's daily life on the battle fronts in France and Italy from 1944 to 1945. Suggested excerpts: the prologue (pages 3–8) and the letters written from August 14–17, 1945.
- **Guadalcanal Campaign:** Garnett B. Moneymaker, diary, October 11, 1942, Experiencing War: Stories from the Veterans History Project, Library of Congress. Moneymaker's diary entry for October 11, 1942, provides a detailed first-hand account of the Battle of Cape Esperance off the coast of Guadalcanal.
- **Tuskegee Airmen:** "Pilots of a U.S. Army Air Forces fighter squadron, credited with shooting down 8 of the 28 German planes destroyed in dogfights over the new Allied beachheads south of Rome, on Jan. 27, talk over the day's exploits at a U.S. base in the Mediterranean theater. Negro members of this squadron, veterans of the North African and Sicilian campaigns, were formerly classmates at a university in the southern U.S.," February, 1944. The image depicts members of the Tuskegee Airmen after a successful campaign in Europe.
- **Women's Army Auxiliary Corps:** HR 6293, A bill to establish a Women's Army Auxiliary Corps, January 28, 1942, Records of the U.S. House of Representatives, National Archives and Records Administration. The first paragraph of the document describes the need for the Women's Army Auxiliary Corps to coordinate and utilize women's skills for national defense.

KC-7.3.III.D

Technological and scientific advances:

- **Charles Drew:** Charles R. Drew, letter to Mrs. J. F. Bates, January 27, 1947. Drew, an African American surgeon and researcher, organized America's first large-scale blood bank and trained a generation of Black physicians at Howard University. In this letter to a teacher at an African American High School in Fort Worth, Texas, Drew encourages Bates' students.
- **Norden Bombsight:** Nikolaus Ritter, *Cover Name: Dr. Rantzau* (Lexington: The University Press of Kentucky, 2019), pp. 51–55. The Norden Bombsight tracked the trajectory of bombs to make them accurate and were a significant top-secret addition to Flying Fortresses.

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TOPIC 7.13
World War II: Military

OPTIONAL ACTIVITY
Think, Pair, Share

Students develop linkage statements to connect evidence to an argument about the effects of the U.S. military involvement in World War II. Select one suggested source for each historical development in this topic to use in this activity.

Duration: ~30 mins
Sequence: Anytime

SUGGESTED SKILL

Argumentation

6.C

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

1. Distribute each of the sources to students and display the prompt below. Ask students to read each of the sources independently and highlight evidence of the effects of U.S. involvement in World War II.
   - Evaluate the effects of U.S. military involvement in World War II.
2. Ask students to compare their highlighted sources with a classmate and together come up with two or three claims that they can make about the effects of U.S. involvement using the sources.
3. Ask several students to share their claims and as a class draft a thesis statement that responds to the prompt.
4. Working independently, ask students to draft linkage statements that use historical reasoning to explain how the specific evidence from the sources support the thesis statement.
5. Ask students to check their work with a partner to ensure their linkage statements use the historical reasoning process of causation to explain how the evidence from the sources support the thesis statement.

Close by briefly describing how students might organize an essay in response to this prompt using the reasoning process of causation.

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TOPIC 7.14
Postwar Diplomacy

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective N

Explain the consequences of U.S. involvement in World War II.

HISTORICAL DEVELOPMENTS

KC-7.3.III.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.

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TOPIC 7.14
Postwar Diplomacy

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-7.3.III.E

U.S. role in peace settlements:

- **Potsdam Conference:** "Proclamation Defining Terms for Japanese Surrender," Potsdam, July 26, 1945. After the surrender of Nazi Germany in May 1945, the leaders of the Big Three (U.S., Britain, and U.S.S.R.) met in the Berlin suburb of Potsdam to plan for the postwar world and to discuss the final defeat of Japan. They issued the "Potsdam Declaration," calling on Japan to surrender, or else face "prompt and utter destruction."

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OPTIONAL ACTIVITY

Connecting Sources and Argument

Students analyze the "Proclamation Defining Terms of Japanese Surrender," to identify language related to each sourcing approach and use this language to explain how the source is evidence of the historical development for this topic.

Duration: ~30 mins
Sequence: End of lesson

1. Ask students to read the "Proclamation Defining Terms of Japanese Surrender" and explain how it supports the argument below (derived from KC-7.3.III.E).
   - 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.
2. Using four different color highlighters or pens, ask students to reread the source and color code the text of the document for each sourcing approach. Note that they may highlight more text for some sourcing approaches than others. Model the color coding of point of view to help students get started.
   - Color 1: highlight or underline language in the source that is helpful for understanding the point of view. Look for information about the authors, their background, and their opinion of the issue discussed.
   - Color 2: highlight or underline language in the source that is helpful for understanding the purpose. Look for verbs that capture the authors' motive, goal, or intent.
   - Color 3: highlight or underline language in the source that is helpful for understanding the historical situation. Look for any background information or context provided by the authors.
   - Color 4: highlight or underline language in the source that is helpful for understanding the audience. Look for proper nouns and pronouns that indicate the intended audience.
3. Ask students to compare their color coding with a classmate and work together to describe the point of view, purpose, historical situation, and audience of the source.
4. Display the following model that explains how or why the document's point of view is relevant to the argument in step 1.
   - The source comes from the point of view of allied leaders, including the U.S. President, who make it clear that they represent the "free peoples of the world" who just defeated the Germans. With this success against the Germans, they confidently demand the surrender of the Japanese while saying that they want a "strengthening of democratic tendencies" in the country. The United States continued this significant leadership role after the war, encouraging democracy in the world.
5. Ask students to work with their partner to draft a similar explanation of how or why the document's purpose, historical situation, or audience is relevant to the argument in step 1.

Close by asking a few students to share their work.

TOPIC 7.14
Postwar Diplomacy

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

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SUGGESTED SKILL

Argumentation

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.

AVAILABLE RESOURCE

- External Resource > Gilder Lehrman Institute's AP U.S. History Study Guide

TOPIC 7.15
Comparison in Period 7

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 7: Learning Objective O

Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

REVIEW: UNIT 7 KEY CONCEPTS

KC-7.1

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

KC-7.1.I

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

KC-7.1.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.

KC-7.1.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.

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LEARNING OBJECTIVE

Unit 7: Learning Objective O

Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

REVIEW: UNIT 7 KEY CONCEPTS

KC-7.2

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

KC-7.2.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.

KC-7.2.II

Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.

KC-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.

KC-7.3.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.

KC-7.3.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.

KC-7.3.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.

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TOPIC 7.15
Comparison in Period 7

OPTIONAL ACTIVITY

Self/Peer Revision

Students will utilize a scaffolded approach to drafting and revising a document-based essay in order to build a foundational understanding of how to develop complex arguments. This activity utilizes the DBQ titled "Evaluate the extent of change during World War II" found in AP Classroom.

Duration: ~50 mins
Sequence: Anytime

SUGGESTED SKILL

Argumentation

6.D

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

1. The rubric requires students to demonstrate a complex understanding of the historical development that is the focus of the prompt. Review the rubric and translate the expectation for complexity into student friendly language. For example:
   - With so many people in such a large country, the history of the United States is complex. When writing your essay, explain why there is not a simple answer to this question.
   - The rubric rewards students for demonstrating a complex understanding through sophisticated argumentation and/or effective use of evidence.
   - In a sophisticated argument, the author demonstrates how the history of an event is not simple. Instead, they might explain that an event:
     - was shaped by several different factors, for example economic motivations and cultural values.
     - was viewed differently by different groups of people, for example regional differences of opinion.
     - has many causes with some causes being more important than others.
     - led to multiple different changes, for example political and economic.
     - led to change, while there were also continuities, for example things changed for one group of people but not another.
   - Authors effectively use evidence when they demonstrate a detailed understanding of the history they are writing about. This might include:
     - Effectively using an abundance of evidence to support an argument.
     - Consistently demonstrating an understanding of the source of the evidence used to support an argument.
2. For homework, ask students to select one of the suggested approaches to complexity below and write a draft of the DBQ essay implementing that approach. These examples are provided to support scaffolded learning and only represent two possible approaches to developing a complex argument in response to this prompt. Teachers are free to provide additional suggestions or replace these suggestions with approaches of their own.
   - Use the documents and your knowledge of the period to draft a response that argues that there were major changes in the economy in the U.S. during World War II but few lasting social changes. Corroborate your argument about economic change with evidence from different parts of the country and from different segments of the population. Corroborate your argument about the limits of social change with evidence of continued discrimination against multiple segments of the population based on race and gender.

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- Use the documents and your knowledge of the period to draft a response that argues that there was major economic growth and significant new opportunities for women and people of color in the U.S. during World War II. Qualify your argument about economic growth with evidence of how some segments of the population experienced greater economic benefits than others. Qualify your argument about opportunity with evidence of continued discrimination against various segments of the population based on gender and race.

3. Organize students into pairs and instruct them to exchange essays. Ask them to read each other's essay and discuss how well they feel that they have done the following.
   - Demonstrated that the history of this topic is complicated and explained why there is not a simple answer to this question.

Close by asking a few students to share how they would revise their essays to better demonstrate a complex understanding of change and continuity during World War II. Then explain how you would organize a complex argument in response to this prompt.

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AP U.S. HISTORY

UNIT 8

Period 8: 1945–1980

10–17%
AP EXAM WEIGHTING

~20
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 8

Multiple-choice: ~40 questions
Short-answer: 2 questions

- No stimulus
- Primary source

Free-response: 1 question

- Long essay

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UNIT 8

10–17% AP EXAM WEIGHTING | **~20** CLASS PERIODS

Period 8: 1945–1980

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~20 CLASS PERIODS
	8.1 Contextualizing Period 8	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
WOR	**8.2 The Cold War from 1945 to 1980**	Continuity and Change	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.	
NAT	**8.3 The Red Scare**	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
WXT, MIG	**8.4 Economy after 1945**	Causation	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.	
ARC	**8.5 Culture after 1945**	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
SOC	**8.6 Early Steps in the Civil Rights Movement (1940s and 1950s)**	Causation	5.A Identify patterns among or connections between historical developments and processes.	
WOR	**8.7 America as a World Power**	Comparison	3.C Compare the arguments or main ideas of two sources.	
	8.8 The Vietnam War	Causation	1.B Explain a historical concept, development, or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~20 CLASS PERIODS
PCE, MIG	**8.9 The Great Society**	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	
SOC, PCE	**8.10 The African American Civil Rights Movement (1960s)**	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
SOC	**8.11 The Civil Rights Movement Expands**	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
ARC	**8.12 Youth Culture of the 1960s**	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	
GEO	**8.13 The Environment and Natural Resources from 1968 to 1980**	Causation	5.A Identify patterns among or connections between historical developments and processes.	
PCE, ARC	**8.14 Society in Transition**	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	8.15 Continuity and Change in Period 8	Continuity and Change	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.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 8. Review the results in class to identify and address any student misunderstandings.

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TOPIC 8.1
Contextualizing Period 8

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

AVAILABLE RESOURCE

- Classroom Resources > **Essay from the American Organization of Historians and AP ("Lawn and Landscape in World Context, 1945–2000")**

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 8: Learning Objective A

Explain the context for societal change from 1945 to 1980.

PREVIEW: UNIT 8 KEY CONCEPTS

KC-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.

KC-8.1.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.

KC-8.1.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.

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LEARNING OBJECTIVE

Unit 8: Learning Objective A

Explain the context for societal change from 1945 to 1980.

PREVIEW: UNIT 8 KEY CONCEPTS

KC-8.2

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

KC-8.2.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.

KC-8.2.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.

KC-8.2.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.

KC-8.3

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

KC-8.3.I

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

KC-8.3.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.

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OPTIONAL ACTIVITY

Explaining Historical Context

Students review the origins of the Cold War to explore how and why it provides essential context for understanding the historical developments in Period 8.

Duration: ~30 mins
Sequence: Start of lesson

1. Show students the Unit at a Glance for Period 8 in the Course and Exam Description. Identify and briefly describe each topic in the unit that was influenced by the Cold War.
2. Briefly show students the Unit at a Glance for AP World History's Unit 8 and the Unit at a Glance for AP European History's Unit 9 (available on AP Central). Highlight that the Cold War is a key topic in all three courses since it is a central historical development of the 20th century. This should also help students visualize how the Cold War was an important context for understanding events and developments around the world from 1945 to the 1980s.
3. Lead a discussion on the origins of the Cold War by briefly describing each development below and asking students to consider how these developments connect to U.S. history.
   - Origins and growth of communism including the spread of similar ideas in the U.S. (Topic 6.11)
   - The first Red Scare (Topic 7.6)
   - The rise of fascism and totalitarianism (Topic 7.11)
   - The role of the Soviet Union in World War II (Topic 7.13)
   - The impact of post war diplomacy (Topic 7.14)
4. In a quick write, ask students to use what they saw in the Unit at a Glance for AP European History, AP World History, and AP US History and the discussion in step 3 to predict how the relationship between the United States and the Soviet Union developed in period 8.

Conclude by allowing several students to share; each time a student makes an accurate prediction, note it on the board. Then use the notes on the board to briefly explain how the Cold War is an important context for understanding societal change at home from 1945 to 1980.

TOPIC 8.1
Contextualizing Period 8

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

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SUGGESTED SKILL

Sourcing and Situation

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.

AVAILABLE RESOURCE

- Classroom Resources > Essay from the American Organization of Historians and AP ("Cold War and Global Hegemony, 1945–1991")

TOPIC 8.2
The Cold War from 1945 to 1980

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 8: Learning Objective B

Explain the continuities and changes in Cold War policies from 1945 to 1980.

HISTORICAL DEVELOPMENTS

KC-8.1.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.

KC-8.1.I.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 non-Communist nations.

KC-8.1.I.B.i

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.

KC-8.1.I.C

The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).

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OPTIONAL SOURCES

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Examples and Sources

KC-8.1.I

Policymakers:

- **George Kennan:** George Kennan, telegram to Secretary of State, February 22, 1946 ("The Long Telegram"). Kennan, a high-ranking American diplomat in Moscow, analyzed the reasons for Soviet unilateral actions that threatened western interests, and provided an intellectual basis for the "containment" of Soviet expansion. Suggested excerpt: Part 5.
- **John F. Kennedy:** John F. Kennedy, "Ich bin ein Berliner" (speech, Rudolph Wilde Platz, Berlin, June 26, 1963). Kennedy's speech was a challenge to the Eastern Bloc, asserting that the West could not cooperate with the communist world.
- **Richard Nixon:** Richard Nixon and Nikita Khruschev, "Kitchen Debate," Moscow, July 24, 1959, CSPAN. Soviet Premier Nikita Khruschev and Vice President Nixon debated the merits of each nation's economic system at an exhibition at the American embassy in Moscow.

KC-8.1.I.A

International aid:

- **Berlin Airlift:** George Marshall, telegram from the Secretary of State to the Embassy in France, June 30, 1948. In June 1948, the Soviet Union responded to western attempts to revive the West German economy and introduce a new currency by cutting off access to West Berlin by road, rail, and canal. In this telegram, Marshall summarizes the U.S. position on the Soviet action and calls for a diplomatic solution.
- **Marshall Plan:** George Marshall, "The Marshall Plan Speech" (commencement address, Harvard University, June 5, 1947). In this speech Secretary of State George Marshall invited Europe's leaders to work together to propose a plan for their own recovery.

KC-8.1.I.B.i

Military conflict in Korea

- **Richard Mills:** Richard Mills, oral history, interviewed by Mark DePue, Abraham Lincoln Presidential Library and Museum, January 29, 2008, pp. 8–9, 31–32, and 68–69. Mills, from Beardstown, Illinois, was in a counterintelligence unit in Korea in 1953. Here he reflects on the fight against communism, his memories of the ceasefire, and compares the memory of the Korean War to World War II and Vietnam, noting its status as a "forgotten war."

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- **Jack Whelan:** John "Jack" Joseph Whelan, Jr., oral history, interviewed by Jongwoo Han, Korean War Legacy Foundation. Whelan was drafted into the Korean War in 1952. In this interview, he discusses the policy of containment. Suggested excerpt: the clip from 1:04:19 to 1:06:19.

KC-8.1.I.C

Indirect military confrontation:

- **Cuban Missile Crisis:** John F. Kennedy, television address on the Cuban Missile Crisis, October 22, 1962. Kennedy announces to the American people the construction of Soviet missile systems in Cuba.
- **Greek Civil War:** Harry S Truman, "A Fateful Hour" (speech, Washington D.C., March 12, 1947). In this speech, President Truman pledges aid to the Greek government in its fight against a commmunist-led coalition, and outlines the "Truman Doctrine."

KC-8.1.I.C

Détente

- **Henry Kissinger:** Henry Kissinger, "Opening Remarks" (speech, U.S. Department of State, Office of the Historian Conference "U.S.-Soviet Relations in the Era of Détente, 1969–1976," October 22, 2007). Kissinger served as National Security Advisor and then Secretary of State under President Nixon. In this speech, Kissinger reflects on the policy of détente. Suggested excerpt: from the paragraph "Secondly, we felt we owed it to the American public..." to the paragraph ending "...proved of the greatest significance."

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OPTIONAL ACTIVITY

Discussion Groups

Use this activity to help students develop a deeper understanding of sourcing and the limitations of sourcing. Select one of the suggested primary sources for each of the historical developments in this topic (Policymakers; International aid; Indirect military confrontation) and then complete the following steps.

Duration: ~30 mins
Sequence: Anytime

1. Divide the class into groups of 4 and ask each group to read and analyze one of the selected sources.
2. Assign each group member one of these four sourcing approaches and ask them to consider the associated questions to evaluate its usefulness for developing historical understanding.
   - POV: What about the author's background could have influenced what they said in the source? Nationality, profession, political party affiliation, etc.?
   - Purpose: What is the objective or goal of the author? What verb captures their motive?
   - Historical situation: What was happening at the time and in the place where the source was created? Is it immediate and related to its creation as opposed to broader in scope?
   - Audience: Who is intended as the recipient? How can you tell? How would this affect the reliability of the source?
3. Each group should have a brief discussion in which students describe and then explain why their assigned sourcing approach would or wouldn't be the best fit for the source. Once they reach a consensus as to which of the four approaches would be the best option for helping them understand the historical significance of the source, conduct a class discussion where each group shares their findings.

Conclude with a class discussion on the limitations encountered in each of the approaches to sourcing. Ask students to identify specific limitations they encountered (i.e. what information wasn't available for their source) and explain why particular sourcing approaches, depending on the source at hand, can be more or less valuable for developing historical understanding.

TOPIC 8.2
The Cold War from 1945 to 1980

SUGGESTED SKILL

Sourcing and Situation

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

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SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

TOPIC 8.3
The Red Scare

Required Course Content

THEMATIC FOCUS

American and National Identity NAT

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 8: Learning Objective C

Explain the causes and effects of the Red Scare after World War II.

HISTORICAL DEVELOPMENTS

KC-8.1.II.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.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-8.1.II.A

Debates about exposing communists:

- **Executive Order 9835:** Harry S. Truman, Executive Order 9835, March 21, 1947. Also known as the Loyalty Order, this executive order was issued because of concerns about communist influence on the Federal government.
- **Hollywood Ten:** *The Hollywood Ten*, directed by John Berry (Southern California Chapter, National Council of the Arts, Sciences & Professions, 1950). Ten Hollywood film industry professionals were summoned to testify before the House Committee on Un-American Activities (HUAC). John Berry, one of the members of the Hollywood Ten, directed this short documentary. Suggested excerpt: begin at 6:40 and continue to the end.
- **Lavender Scare:** David K. Johnson, *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in Federal Government* (Chicago: The University of Chicago Press, 2004) pp 15–21. Johnson provides a historical introduction to how the Lavender Scare developed and gained support.
- **Joseph McCarthy:** Dwight D. Eisenhower, letter to Dr. Milton S. Eisenhower, October 9, 1953. Eisenhower expresses frustration with McCarthyism in this letter to his brother.
- **Paul Robeson's testimony before HUAC:** Testimony of Paul Robeson before the House Committee on Un-American Activities, June 12, 1956, in *Thirty years of treason; excerpts from hearings before the House Committee on Un-American Activities*, 1938–1968, ed. Eric Bentley (New York, Viking, 1971), pp. 777–779. Roberson became the subject of a investigation after his political activism led to suspicion of communist associations. Suggested excerpt: begin with "Mr. Arens: Have you ever been chairman of the Council on African Affairs?" and end with "Mr. Robeson: All of this is nonsense."
- **Margaret Chase Smith:** Senator Margaret Chase Smith, "Declaration of Conscience," U.S. Congress, Senate, Congressional Record, 81st Congress, 2nd session, pp. 7894–7895. In this statement before Congress, Smith expresses her concerns about the anticommunist fervor inspired by Joseph McCarthy. Suggested excerpts: the first three paragraphs, the section titled "The Basic Principles of Americanism," and the section titled "Statement of Seven Republican Senators."

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TOPIC 8.3
The Red Scare

OPTIONAL ACTIVITY

Sourcing

If you selected the source from Paul Robeson, use this activity to strengthen students' ability to source a document using historical situation.

Duration: ~ 15 mins
Sequence: Anytime

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

1. Prior to distributing the source, provide a brief description of Paul Robeson's background.
2. Distribute individual copies of the source and ask students to record the concerns expressed by the interviewers and interviewee in the excerpt.
3. Write the following on the board: Joseph McCarthy's role in the Red Scare, Cold War containment policies, Korean War, postwar decolonization, and Jim Crow. Lead a brief discussion about how each of these were factors of influence in the debates related to the Red Scares.
4. Ask students to select one of the developments from step 3 to explain how it influenced the ideas contained in Robeson's testimony. This should be done in one or two sentences.

Ask a few students to share their answers. Use one of the responses as an example of why understanding the historical situation in which a source was written is helpful for understanding the author's arguments.

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TOPIC 8.4
Economy After 1945

SUGGESTED SKILL

Sourcing and Situation

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.

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology WXT

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 8: Learning Objective D

Explain the causes of economic growth in the years after World War II.

HISTORICAL DEVELOPMENTS

KC-8.3.I.A

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

THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 8: Learning Objective E

Explain the causes and effects of the migration of various groups of Americans after 1945.

HISTORICAL DEVELOPMENTS

KC-8.3.I.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.

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TOPIC 8.4
Economy after 1945

OPTIONAL SOURCES

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Examples and Sources

KC-8.3.I.A

Private sector:

- **Aerospace industry:** Wayne Biddle, *Barons of the Sky: From Early Flight to Strategic Warfare: The Story of the American Aerospace Industry* (Johns Hopkins University Press Baltimore, 2001), pp. 25–26. Biddle details the rise of the U.S. aerospace industry and provides an analysis of the Cold War conditions that impacted the industry.
- **Automobile industry:** John Heitmann, *The Automobile and American Life* (Jefferson: McFarland and Co, 2018), pp. 160–163. Heitmann argues that no form of technology had a greater impact on 1950s society than the automobile. Suggested excerpt" the section titled "Cars and Rock and Roll."
- **Credit cards:** Diners' Club Credit Card, United States, 1955, The National Museum of American History, ID Number NU.72.66.20. These images are an early example of the Diners' Club's first credit card. The images include the terms of use and incentive program that helped foster the growth of the industry.

KC-8.3.I.A

Federal spending:

- **G. I. Bill:** Charles McCann, interviewed by Anna Dahlstein, North Carolina State University Libraries Special Collections & University Archives, Oral History Interview, September 2, 2003. McCann served in the Air Force during World War II. In this interview, he discusses his use of the G. I. Bill. Suggested excerpt: between marker 230 and 378.
- **Interstate Highways:** Dwight D. Eisenhower, Message to Congress (speech, Washington D.C., February 22, 1955). Eisenhower's address touches on the need for the interstate highway system, explaining the economic and national security benefits the system will bring. Suggested excerpt: the first three paragraphs and points two and three.

KC-8.3.I.A

Technological developments:

- **Air conditioning:** Matt Largey, "Birth of the Cool: A Brief History of Air Conditioning" (Austin, TX: KUT Radio, July 17, 2018). This audio clip explores the rise of air conditioning and its connection to consumption, migration, and more. Suggested excerpt: the segment from 3:55 to the end of the recording.

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- **Commercial airlines:** Pan Am, "'After a Year of Inflation…' 1973 Advertisement," Digital Public Library of America, 1973. The possibilities of commercial air travel contributed to the expansion of the tourist industry. In this ad, Americans are told they need a good vacation after the many challenging events of the early 1970s.
- **Television:** E. B. White, "How Television Changed Us," *The New Yorker*, November 25, 1960. This article discusses how TV changed citizens' engagement with advertising. Suggested excerpt: from "The effects of television on our culture…" to the end of the piece.

KC-8.3.I.B

Migration to the suburbs:

- **FHA and HOLC loans:** "Federal Housing Administration car card, Minneapolis and St. Paul, Minnesota," ca. 1950, Digital Public Library of America. This is a Minneapolis streetcar ad for the Federal Housing Administration Insured Mortgage System from around 1950. The ad highlights how the program helped some Americans afford homes.
- **HOLC Residential Security Maps/Redlining:** "Mapping Inequality: Redlining in New Deal America," Digital Scholarship Lab. The Introduction provides a brief overview of HOLC maps and redlining practices, and the interactive map allows viewing of HOLC maps by city enables students to see how this applies to spaces they may know.
- **Levittown:** Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era* (New York: Basic Books, 1999), pp. 143–162. Chapter 7, "The Commodity Gap: Consumerism and the Modern Home" in May's study on Cold War families discusses the boom in suburbanization. She uses Levittown as an example in discussing the corporate suburban model.

KC-8.3.I.B

Sunbelt region:

- **California:** Lisa McGirr, *Suburban Warriors: The Origins of the New American Right* (Princeton: Princeton University Press, 2015), pp. 25–52. McGirr's book traces the growth of grassroots conservatism in California during the 1950s and 1960s.
- **Florida:** Gary Mormino, "Look Away Dixieland" in *Land of Sunshine, State of Dreams: A Social History of Modern Florida* (Gainesville: University Press of Florida, 2005) pp 15–17. Mormino's text details the growth of, Florida during the 1950s.
- **Texas:** *Houston…and Then Some*, directed by Judd McIlvain (1976). This is a film about the Houston area featuring Harris County Commissioner Bob Eckles. It explores the growth in both the size and population of Harris County, Suggested excerpt: the portion discussing the introduction of the county clerk's office at 11:51.

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TOPIC 8.4
Economy after 1945

OPTIONAL ACTIVITY

Situating a Source in Continuities and Changes

Build students' ability to explain the significance of the historical situation of a source with any of the suggested primary sources for Topic 8.4.

Duration: ~20 mins
Sequence: End of lesson

SUGGESTED SKILL

Sourcing and Situation

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

1. Distribute individual copies of the source you selected.
2. Ask students to read the source and annotate the document, noting any connections to the historical developments from this topic (KC 8.3.I.A and KC 8.3.I.B). Students should provide specific evidence in their annotation to support the connection.
3. Divide students into pairs to share their initial annotations. Ask students to identify the best examples of connections between the source and the historical developments.
4. Working with their partner, ask students to determine the AP Theme (page 21 of the Course and Exam Description) most relevant to the connection made in step 3. Ask students to review their notes to identify continuities or changes related to this theme from period 7 to period 8. Ask students to discuss how this source is an example of these continuities or changes.
5. Ask students to write two or three sentences explaining how the source relates to these continuities and changes and why this is significant for understanding economic growth or migration in the period after 1945.

Debrief the activity by reinforcing the importance of considering a source's historical situation when using it as historical evidence in an argument.

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TOPIC 8.5
Culture after 1945

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

AVAILABLE RESOURCE

- External Resource > Smithsonian Education: Artifact & Analysis

Required Course Content

THEMATIC FOCUS

American and Regional Culture ARC

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 8: Learning Objective F

Explain how mass culture has been maintained or challenged over time.

HISTORICAL DEVELOPMENTS

KC-8.3.II.A

Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

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TOPIC 8.5
Culture from 1945 to 1960

OPTIONAL SOURCES

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Examples and Sources

KC-8.3.II.A

Mass culture:

- ***I Love Lucy*:** *I Love Lucy,* Season 2, Episode 1, "Job Switching," directed by William Asher, 1952, CBS. In the episode "Job Switching," Lucy and Ethel argue with their husbands over who has the harder job: husbands who work for money or wives who cook and clean at home.
- ***Leave It to Beaver*:** Barbara Billingsley, interviewed by Karen Herman, Television Academy Foundation, Santa Monica, CA, July 14, 2000. In Chapter 3 of the interview, Billingsley discusses her role as June Cleaver, reflecting on how the role has been perceived by others.

KC-8.3.II.A

Challenges to conformity:

- **Beat movement:** Lawrence Ferlinghetti, "Wild Dreams of a New Beginning," date unknown. In this poem, Ferlinghetti questions what's left behind after a fictional disaster. Note: this refers to the poem of this title and not the 1988 book with this title.
- **Chuck Berry:** Glenn C. Altschuler, *All Shook Up: How Rock n' Roll Changed America* (New York: Oxford University Press, 2004), pp. 62–65. Altschuer discusses the role race played in Chuck Berry's music as well as how his music appealed to American youth.
- **John Kenneth Galbraith:** John Kenneth Galbraith, *The Affluent Society, 40th Anniversary Edition* (Boston: Mariner Books, 1998), p. 24. Galbraith assesses the postwar economy and the nature of affluence.
- **Mattachine Society:** Mattachine Society, "Statement of Purpose," 1951. The Mattachine Society developed a framework and these goals for addressing the prejudice and discrimination faced by gay Americans.
- **Elvis Presley:** Elvis Presley, "Hound Dog," on *The Ed Sullivan Show*, season 10, episode 6, aired October 28, 1956. Presley's performance on *The Ed Sullivan Show*, shows a shift in social mores and the growing influence of young people on media.

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OPTIONAL ACTIVITY

Making Connections

Students explore how contextualization helps us better understand history. Start by selecting one of the sources suggested for this topic.

Duration: ~25 mins
Sequence: End of lesson

1. Ask students to read the source independently and write one sentence describing the historical development addressed in the source.
2. Ask students to compare their sentences with a classmate and discuss which AP Theme (page 21 of the Course and Exam Description) is most relevant to this development.
3. Randomly assign each pair of students an AP Theme that is different from the one they selected in step 2.
4. Tell students to use their class notes or textbook to identify and describe a historical development related to the new theme that is happening at the same time or just before the development addressed in the source.
5. With their partners, ask students to draft a one-paragraph response to this prompt:
   - Does understanding the historical development you described in step 4 provide a broader picture that helps you better understand the source? Why or why not?

Close this activity by discussing how to differentiate between relevant and irrelevant events when considering the historical context of a particular development. Ask a few students to share their paragraphs and lead a discussion about how placing events in context helps us better understand historical developments.

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context

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SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

TOPIC 8.6
Early Steps in the Civil Rights Movement (1940s and 1950s)

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective G

Explain how and why the civil rights movements developed and expanded from 1945 to 1960.

HISTORICAL DEVELOPMENTS

KC-8.2.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.

KC-8.2.I.B.i

The three branches of the federal government used measures including desegregation of the armed services and *Brown v. Board of Education* (1954) to promote greater racial equality.

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OPTIONAL SOURCES

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Examples and Sources

KC-8.2.I

Civil rights activists and political leaders:

- **Claudette Colvin:** Claudette Colvin, interview with Abby Phillip, CNN, February 22, 2021. In 1955, fifteen-year-old Claudette Austin was arrested because she refused to give up her seat on a bus in Montgomery, Alabama. In this interview she reflects on the experience and the Civil Rights Movement.
- **Congress of Racial Equality (CORE):** "An Appeal to Black and White Alike," 1964, acc #1563, Box #6, Folder "Employment DEEDS Ephemera," Seattle CORE Papers, UW Special Collections. Founded in 1942, the Congress of Racial Equality, or CORE, challenged racism and discrimination in northern states and gradually expanded its activism nationally. In this leaflet, CORE's Seattle chapter encourages a boycott of downtown Seattle businesses to protest employment discrimination.
- **Dwight D. Eisenhower:** Dwight D. Eisenhower, "Radio and Television Address to the American People on the Situation in Little Rock" (speech, Washington D.C., September 24, 1957). Eisenhower's address justifies the use of federal troops in the desegregation of Central High School in Little Rock, AR.
- **Thurgood Marshall:** "Along the N.A.A.C.P. Battlefront," *The Crisis*, February 1954, pp. 93–95. In the section titled "Marshall Dinner" beginning on page 93, this article discusses Marshall's legal fight against segregation that led to the *Brown vs. Board of Education* decision.
- **National Association for the Advancement of Colored People (NAACP):** "Along the N.A.A.C.P Battlefront: Southern Schrecklichkeit," *The Crisis*, September 1946, pp. 276–277. This article provides an example of the NAACP's activism. In this case, the organization sought justice for Isaac Woodard, an African American veteran of World War II who was beaten by a policeman as he was returning home from war.
- **Rosa Parks:** Rosa Parks, *Rosa Parks Papers: Writings, Notes, and Statements, 1956 to 1998; Drafts of early writings; Accounts of her arrest and the subsequent boycott, as well as general reflections on race relations in the South, 1956–, undated; Folder 2*, c. 1956, mss85943 box 18 folder 2, Rosa Parks papers, Library of Congress. This collection, accessible online through the Library of Congress, includes several handwritten documents by Rosa Parks. In the first item, an 8-page document written on the letterhead of Parks' employer, Montgomery Fair, Parks describes the treatment of African Americans on city buses, stores, libraries, schools, and churches, and concludes with a discussion of the murder of Emmett Till.

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- **Prayer Pilgrimage for Freedom:** "Photograph of Dr. Martin Luther King Jr. addressing the crowd during the 1957 Prayer Pilgrimage for Freedom in Washington, D.C.," May 17, 1957. In this photograph from the National Archives, King delivers his "Give Us the Ballot" speech to an audience on the national mall. The 1957 Prayer Pilgrimage for Freedom called on the federal government to enforce the *Brown v. Board of Education* decision.
- **Harry Truman:** President's Committee on Civil Rights, "To secure these rights: The report of the President's Committee on Civil Rights," December, 1947. This report helped lay the groundwork for government action on civil rights under Truman. Suggested excerpts: the sections titled "The Moral Reason" and "The Economic Reason" in Chapter IV.

KC-8.2.I.B.i

Successes in ending segregation:

- ***Browder v. Gayle:*** *Browder v. Gayle*, 142 F. Supp. 707 (M.D. Ala. 1956). The court's ruling found bus segregation unconstitutional under the equal protection clause of the 14th Amendment to the U.S. Constitution. Suggested excerpt: the final two paragraphs (starting on line 171) of the court's majority opinion.
- **Civil Rights Act, 1957:** "Civil Rights Act of 1957," September 9, 1957. Proposed by President Eisenhower, this was the first civil rights legislation since Reconstruction. The act established a federal Civil Rights Commission to investigate discrimination and to recommend correction. Suggested excerpt: Section 104, titled "Duties of the Commission."
- ***Hernandez v. Texas:*** Peter Tijerina, "Judged by Your Peers," interviewed by Maggie Rivas-Rodriguez and Maro Robbins, U.S. Latinos & Latinas and World War II Oral History Project, University of Texas, Austin, December 2, 2000. Pete Tijerina, the first executive director of Mexican American Legal Defense and Educational Fund, provides context for the *Hernandez v. Texas* case.
- **Little Rock Nine:** Allison Keyes, "The Youngest of the Little Rock Nine Speaks About Holding on to History," *Smithsonian Magazine*, September 5, 2017. The article mixes Carlotta Walls LeNier's (the youngest of the Little Rock Nine) reflection about desegregating Central High with several images of items of material culture related to the Little Rock Nine.
- ***Mendez v. Westminster:*** Petition Filed by Parents and Students, *Mendez v. Westminster School District*., 64 F. Supp. 544 (S.D. Cal. 1946). This case found the segregation of students of Mexican ancestry in some schools in California unconstitutional. Thurgood Marshall filed a brief in support of the plaintiffs. He used many of the same arguments eight years later in the *Brown v. Board of Education* case. Suggested excerpts: Sections VIII and XXI.
- **Montgomery Bus Boycott:** Anne Brice and Ula Taylor, "64: The Montgomery Bus Boycott and the Women Who Made It Possible," *Fiat Vox*, February 11, 2020. In this podcast from *Berkeley News*, Journalist Anne Brice and professor of African American studies Ula Taylor discuss the role of women in organizing the Montgomery Bus Boycott.
- **Jackie Robinson:** Jackie Robinson, letter to Dwight D. Eisenhower, May 13, 1958. While Robinson is best known for breaking the baseball color line in 1947 when he joined the Brooklyn Dodgers, he was also a civil rights activist and corporate executive. In 1957, when his baseball career was coming to an end, Robinson joined Chock full o'Nuts as the Vice President of Personnel. In this letter on company letterhead, Robinson calls on President Eisenhower to act decisively for civil rights.

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OPTIONAL ACTIVITY

Looking for Patterns and Making Connections

Help students identify patterns and make relevant connections between the suggested sources and historical developments or processes from an earlier time-period. Select one of the suggested primary sources for Topic 8.6 and then complete the following steps.

Duration: ~40 mins
Sequence: Anytime

1. For homework, ask students to review their classroom notes on Topics 5.10 (Reconstruction) and 5.11 (Failure of Reconstruction).
2. Divide the class into groups of 3 and ask one member of each group to be responsible for one of the following questions:
   - What were the main government actions from 1865 to 1900 that addressed racial inequalities?
   - Who were some of the main civil rights activists and political leaders that fought for greater racial equality at the time? What were their goals?
   - What were the main continuities from the 1870s to the 1950s that led to the civil rights movement?
3. Using the source you selected for this topic, ask students to identify patterns and make relevant connections between the Early Steps in the Civil Rights Movement (1940s and 1950s) and late 19th century (1865–1900). Provide the following categories for students to organize their responses.
   - Government actions:
   - Activists and their goals:

Conclude this activity with a debrief that emphasizes how looking for patterns over time and making relevant connections are useful approaches to understanding historical developments and processes.

TOPIC 8.6

Early Steps in the Civil Rights Movement (1940s and 1950s)

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

TOPIC 8.7
America as a World Power

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 8: Learning Objective H

Explain the various military and diplomatic responses to international developments over time.

HISTORICAL DEVELOPMENTS

KC-8.1.I.E

Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy.

KC-8.1.II.C.i

Americans debated the merits of a large nuclear arsenal and the military–industrial complex.

KC-8.1.I.D.i

Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

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OPTIONAL SOURCES

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Examples and Sources

KC-8.1.I.E

Cold War competition in Latin America:

- **Salvador Allende:** Henry Kissinger, "NSC Meeting—Chile," memorandum to President Richard Nixon, November 5, 1970. In this confidential memorandum, Kissinger outlines the choices the United States has regarding socialist Salvador Allende's election in Chile. Suggested excerpt: pages 2, 5 and 6.
- **Alliance for Progress:** John F. Kennedy, "Address at a White House Reception for Members of Congress and for the Diplomatic Corps of the Latin American Republics" (speech, Washington D.C., March 13, 1961). Kennedy reflects on the U.S. commitment to social and economic reform in Latin America. Suggested excerpt: the paragraphs beginning with "Third," "Fourth" and "Sixth," and the four paragraph section that begins with "With steps such as these...".
- **Jacobo Árbenz:** Central Intelligence Agency, "Jacobo Arbenz, Ex-President of Guatemala - Operations Against," memorandum for CI/ICD PP/OPS, May 15, 1957 document number 0000919960, Freedom of Information Act Electronic Reading Room. This document from Árbenz's CIA file demonstrates how he was monitored after being removed from office.
- **Bay of Pigs invasion:** Richard N. Goodwin, memorandum for the President, November 1, 1961, digital identifiers JFKPOF-115–003-p0092 and JFKPOF-115–003-p0093, Cuba: Security, 1961, John F. Kennedy Presidential Library and Museum. On April 17, 1961, 1,400 Cuban exiles attempted to launch an invasion of Cuba to overthrow Fidel Castro. In this memorandum, presidential advisor Richard Goodwin, argues that the invasion is necessary and that the Attorney General, Robert Kennedy, should take the lead in orchestrating the plan.

KC-8.1.II.C.i

Debates on the merits of a large nuclear arsenal and the military-industrial complex:

- **Dwight D. Eisenhower:** Dwight D. Eisenhower, "Farewell Address" (speech, January17, 1961). Departing President Eisenhower speaks of the need to balance military expenditures with civilian needs. In the process, he warns of the emergence of a "military-industrial complex." Suggested excerpt: the section that begins "A vital element...".
- **Mutually Assured Destruction:** Robert McNamara, "Mutual Deterrence" (speech, San Francisco, September 18, 1967). McNamara lays out the strategic policy of being able to inflict unacceptable damage on a would-be attacker.

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- **Strategic Arms Limitation Talks (SALT) treaties:** "Interim Agreement Between the United States and the Union of Soviet Socialist Republics on Certain Measures with Respect to the Limitation of Strategic Offensive Arms," October 3, 1972. In 1969, formal negotiations to slow the nuclear arms race began between American and Soviet diplomats. Three years later, President Nixon and Soviet General Secretary Leonid Brezhnev signed this treaty (SALT I) and laid the groundwork for future negotiations.

KC-8.1.I.D.i

The Cold War in Africa and the Middle East:

- **Angolan Civil War:** Gerald Ford, "Remarks on Senate Action to Prohibit United States Assistance to Angola" (Washington D.C., December 19, 1975). The Angolan Civil War began soon after the country gained independence from Portugal in 1975. The conflict became a proxy war, with the Soviets and Cubans supporting the pro-communist MPLA and the U.S. and South Africa aiding UNITA. In this brief statement, Ford protests a Senate vote to prohibit the continuation of covert aid to the anti-communist UNITA.
- **Camp David Accords:** Jimmy Carter, "Camp David Meeting on the Middle East Remarks on Departure from the White House" (speech, Washington D.C., September 4, 1978). President Jimmy Carter, the President of Egypt, and the Prime Minister of Israel met at the presidential retreat at Camp David to sign the Camp David Accords.
- **Mohammad Mosaddegh:** Central Intelligence Agency, "Campaign to Install Pro-Western Government in Iran," memorandum prepared in the Directorate of Plans, July 11, 1953. This document describes a CIA plan to promote the fall of the Mosaddegh government and to replace it with a pro-Western government under the Shah's leadership.
- **Gamal Abdel Nasser:** Henry A. Byroade, Telegram From the Embassy in Egypt to the Department of State, July 26, 1956 11:00 PM, document 511, *Foreign Relations of the United States, 1955–1957, Arab-Israeli Dispute, January 1–July 26, 1956, Volume XV*, Department of State Office of the Historian. Nasser's nationalization of the Suez Canal prompted Britain, France, and Israel to secretly plan to invade Egypt. President Eisenhower and Secretary of State John Foster Dulles put diplomatic pressure on Britain, France, and Israel to end the crisis. This telegram reported the nationalization of the Canal and Nasser's justification to Washington.

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OPTIONAL ACTIVITY

Guided Discussion

Students compare Henry Kissinger's memo about Salvador Allende to the CIA memo about Mohammad Mosaddegh to describe similarities and differences and explain patterns in U.S. foreign policy during the Cold War.

Duration: ~30 mins
Sequence: Anytime

1. Begin with a brief review of Topic 8.2 and remind students that the Cold War lasted throughout period 8 and into period 9.
2. Ask students to read the CIA memo about Mosaddegh and consider the following questions.
   - Why is the CIA concerned about Mosaddegh?
   - How does the CIA suggest addressing these concerns?
   - How does this document reflect the Cold War?
3. Lead a brief discussion of the document by allowing several students to share and explain their responses to the questions.
4. Ask students to read Kissinger's memo about Allende and consider the following questions.
   - Why is Kissinger concerned about Allende? How does this compare with the concerns about Mosaddegh?
   - What are the suggestions for addressing these concerns? How does this compare with the approach to Mosaddegh?
   - How do the two documents together reflect the Cold War?
5. Lead a second discussion focused on the similarities and differences in the nature and approach of the two documents. Allow several students to share and explain their responses to the questions.

Close with a quick summary of the similarities and differences in foreign policy reflected in the sources. For homework, assign students the section in their textbook about U.S. foreign policy during the Cold War to determine if the U.S. responses to Mosaddegh and Allende were typical of Cold War foreign policy.

SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

AVAILABLE RESOURCE

- Classroom Resources > Lesson Plans for AP U.S. History: The Tet Offensive: 1968

TOPIC 8.8
The Vietnam War

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 8: Learning Objective I

Explain the causes and effects of the Vietnam War.

HISTORICAL DEVELOPMENTS

KC-8.1.I.B.ii

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 Vietnam.

KC-8.1.I.D.ii

Postwar decolonization and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

KC-8.1.II.C.ii

Americans debated the appropriate power of the executive branch in conducting foreign and military policy.

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OPTIONAL SOURCES

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Examples and Sources

KC-8.1.I.B.ii

Military engagement in Vietnam:

- **Jacob Fernandez:** Jacob Fernandez, oral history, interviewed by Nathan Matlock and Nicki Gonzales, The Chicano Experience in Vietnam Collection, Regis University, August 4, 2014. Fernandez served in the Marine Corp during the Vietnam War. In this interview, he discusses his perception of the war during training and how his feelings changed over the course of his deployment. Suggested excerpt: from 24:48 to 36:59.
- **Colin Powell:** Colin L. Powell, oral history, interviewed by Joe Galloway, The United States of America Vietnam War Commemoration, February 25, 2014. In this oral history interview, General Powell describes joining the army to fight communism, and his first tour in Vietnam. Suggested excerpt: the first six minutes.

KC-8.1.I.D.ii

The Cold War in Asia:

- **Chinese Revolution:** Joseph McCarthy, "Enemies from Within" (speech, Wheeling, February 1950). After years of civil war, the Communist Party of China drove the Chinese Nationalists from the mainland in late 1949 and proclaimed the People's Republic of China. In this speech, Senator Joseph McCarthy (R-WI) blames communist sympathizers in the federal government for the loss of China to communism. Suggested excerpt: begin with the paragraph "At war's end we were..." and ending with "...still helping to shape our foreign policy."
- **Domino Theory:** Dwight D. Eisenhower, Excerpt from Press Conference, April 7, 1954. President Eisenhower outlines the "Domino Theory" of communist expansion. Suggested excerpt: the question and answer beginning "Q: Robert Richards, Copley Press: Mr. President, would you mind commenting on the strategic importance of Indochina...".

KC-8.1.II.C.ii

Debates about the appropriate power of the executive branch:

- **Pentagon Papers:** Maxwell D. Taylor, "Vietnam and Southeast Asia," memorandum from the Chairman of the Joint Chiefs of Staff to Secretary of Defense McNamara, January 22, 1964. The "Pentagon Papers" were a secret study of the reasons for American military intervention in Vietnam, conducted by the Department of Defense and released to the *New York Times*. In this entry, Taylor advocates for increasing the scope of the war by placing the conflict in Vietnam in a regional and global context.

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- **War Powers Act:** United States Congress, "Joint Resolution Concerning the War Powers of Congress and the President," November 7, 1973, 50 U.S.C, ch.33. In the wake of the Vietnam War, Congress sought to reassert its power to declare war by limiting the president's war-making ability. Suggested excerpts: sections 2, 3 and 4.

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OPTIONAL ACTIVITY

Explaining Historical Developments

Build students' ability to explain the historical process of U.S. foreign policy with the Vietnam War as an example. This activity works best after students have studied the Vietnam War. Select one suggested source from this topic to use with the activity.

Duration: ~30 mins
Sequence: End of lesson

1. Divide students into groups. Assign half of the groups to the first claim below and the other half to the second claim.
   - The Vietnam War represented a continuity in U.S. foreign policy,
   - The Vietnam War represented a change in U.S. foreign policy.
2. Ask the groups to brainstorm at least two pieces of historical evidence that support their assigned claim.
3. After groups finish their initial brainstorm, instruct the groups to collectively write at least three sentences that explain how their evidence supports the claim.
4. The groups will then exchange answers with other groups with the same claim to read how they defended the claim. After exchanging among the groups, ask students to select the best defenses of the claims to share with the class.
5. Give individuals the opportunity to reflect and write their own interpretation. In a quick write, ask students to individually support one of the following claims.
   - U.S. involvement in Vietnam reflected a continuity in foreign policy decisions.
   - U.S. involvement in Vietnam reflected a change in foreign policy decisions.
   - U.S. involvement in Vietnam reflected both a change and a continuity in foreign policy decisions.
6. Distribute the source selected for this activity. Ask students to consider whether the source supports or refutes the position they took in step 5 as they read. Lead a class discussion about what the specific evidence in the document reveals about continuity and/or change in U.S. foreign policy.

Close by noting that a historical process, like foreign policy, evolves over time. Ask a few students to use the evidence discussed in this activity to explain U.S. foreign policy in the first half of the 20th century.

TOPIC 8.8
Vietnam War

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

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SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

TOPIC 8.9
The Great Society

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective J

Explain the causes and effects of continuing policy debates about the role of the federal government over time.

HISTORICAL DEVELOPMENTS

KC-8.2.II.C

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

KC-8.2.III.A

Liberalism, based on anti-communism 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.

KC-8.2.III.B.i

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.

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THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 8: Learning Objective K

Explain the continuities and changes in immigration patterns over time.

HISTORICAL DEVELOPMENTS

KC-8.3.I.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.

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TOPIC 8.9
Great Society

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-8.2.II.C

Concerns about the prevalence and persistence of poverty:

- **Michael Harrington:** Michael Harrington, *The Other America: Poverty in the United States* (New York: Macmillan Publishing Company, 1962), pp. 1–7. This study of poverty in America sold over a million copies, and is credited with influencing policies during the 1960s. Suggested excerpt: the first seven pages of Chapter 1.
- **Poor People's Campaign:** Minutes, SCLC Poor Peoples Campaign Staff Meeting, March 28, 1968, Civil Rights Movement Archive. These minutes from an organizing meeting for the Poor Peoples Campaign, held just days before the assassination of Martin Luther King, provide details on the organizing strategies and leadership structure utilized by the SCLC for the event.

KC-8.2.III.B.i

Great Society legislation and programs:

- **Racial inequality:** Lyndon B. Johnson, "To Fulfill These Rights" (commencement address, Howard University, June 4, 1965). In his address, Johnson explains why he feels "opportunity" is not enough to ensure the equality of African Americans.
- **Food Stamp Act:** Lyndon B. Johnson, "Remarks Upon Signing the Food Stamp Act" (speech, Washington D.C., August 31, 1964). This document details the president's feelings about the importance of the Food Stamp Act to the American people.
- **Head Start:** Lyndon B. Johnson, "Remarks on Project Head Start" (speech, Washington D.C., May 18, 1965). Johnson's remarks outline the goals of the Head Start program, contextualizing them within the greater scope of the War on Poverty.
- **Job Corps:** Lyndon B. Johnson, "Special Message to the Congress - 'To Earn a Living: The Right of Every American" (speech, Washington D.C., January 23, 1968). In this speech to Congress, Johnson argues for the Job Corps program. Suggested excerpt: the section titled "Our Manpower Program."
- **Medicaid:** Lyndon B. Johnson, "Remarks with President Truman at the Signing in Independence of the Medicare Bill" (speech, Independence, July 30, 1965). In this speech, Johnson discusses the healthcare program Medicaid. Suggested excerpt: the section of the speech beginning with "Now here is how the plan will affect you..." and ending with the paragraph "...the most important addition that has been made in three decades."

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- **Medicare:** Guian McKee, "Prescription for Success," *First Year Project*, February 24, 2016. McKee's essay, a part of the Miller Center's First Year Project, provides background on the passage of Medicare as a component of Johnson's War on Poverty.

KC-8.3.I.C

Immigration:

- **Cuban Adjustment Act:** "An Act To adjust the status of Cuban refugees to that of lawful permanent residents of the United States, and for other purposes," November 2, 1966. This legislation expanded access to lawful permanent residency in the United States for Cuban immigrants. Suggested excerpt: section 1.
- **Indochina Migration & Refugee Act:** Debbie Elliott and Julia Taft, "A Lesson in History: Resettling Refugees of Vietnam," NPR, January 14, 2007. This is an interview (both audio and transcribed) on NPR in 2007 with Julia Taft who led President Ford's Inter-Agency Task Force on Indochinese Refugee Resettlement after passage of the Indochina Migration and Refugee Act. Taft explains the reasons behind the Migration and Refugee Act and the political resistance.
- **Operation Pedro Pan:** Steve Velasquez, "Pedro Pan: A children's exodus from Cuba," interviewed by Maria Anderson, *Smithsonian Sparks*, July 11, 2017. In this interview, museum curator Steve Velasquez describes Operation Pedro Pan which brought 14,000 unaccompanied children to the United States from Cuba and shares artifacts from the Smithsonian's collection related to the program.
- **José Ruvalcaba:** José Ruvalcaba, "Everything is like a Root," interviewed by Enrique Martínez, Oral Histories, Mexican Migration Project, October 1992. In this interview, Ruvalcaba recounts his immigration to the United States in 1972 and subsequent move to Lake Tahoe for work.
- **Transnational Adoptees:** "Voice of Adoption," *First Person Plural*, 2000, http://archive.pov.org/archive/firstpersonplural/voices.html. This website provides the personal stories of several Korean adoptees. The site also provides an overview of the history of transnational adoption.

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TOPIC 8.9
Great Society

OPTIONAL ACTIVITY

Graphic Organizer

Help students understand how the Great Society compares with the New Deal using a Venn diagram. Select one of the sources suggested for Great Society legislation and programs for this activity.

Duration: ~15 mins
Sequence: End of lesson

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

1. Working in pairs, ask students to complete a Venn diagram comparing the New Deal to the Great Society. Students should address the following topics in their comparison.
   - Motivations for starting the programs
   - The goals of the programs
   - The outcomes of the programs
2. Distribute a copy of the source to students and ask them to read it independently. Then, with their partner, decide if the source reflects a similarity or difference in the Venn diagram. Ask students to circle the information in the Venn diagram related to the reading. If students don't have any information in the Venn diagram related to the source, ask them to add it now.
3. Working alone, assign each student to write a brief explanation of how the source reflects a similarity or difference in the New Deal and Great Society.

Review the students' work. Emphasize that the ability to effectively make and explain similarities and differences among historical developments and processes helps us understand the relevance of the events we study.

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TOPIC 8.10
The African American Civil Rights Movement (1960s)

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective L

Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

HISTORICAL DEVELOPMENTS

KC-8.2.1.A

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

KC-8.2.1.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.

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SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

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THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective M

Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.

HISTORICAL DEVELOPMENTS

KC-8.2.I.B.ii

The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality.

KC-8.2.III.B.ii

A series of Supreme Court decisions expanded civil rights and individual liberties.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-8.2.I.A

Civil Rights activists and leaders:

- **Ella Baker:** Ella Baker, "The Black Woman in the Civil Rights Struggle" (speech, Atlanta, GA, December 31, 1969). Baker discusses mass struggle, movement building, and the role of Black women within the movement for civil rights. Suggested excerpt: the section beginning "Around 1965 there began to develop a great deal of questioning about what is the role of women in the struggle..." to the end.
- **Anne Braden:** *Living the Story: The Rest of the Story*, Season 1, Episode 13, "Anne Braden," directed by Arthur Rouse and Joan Brannon, 2003, Kentucky Oral History Commission and Historical Society. This video is about Braden's work as a southern White woman in support of the movement for civil rights. Suggested excerpt: start the film at 48:10 and continue to the end.
- **Angela Davis:** Angela Davis, "Speech at the Embassy Auditorium" (Los Angeles, June 9, 1972). In this speech delivered on her release from prison, Davis calls for a class-based revolution to achieve the goals of freedom, suggesting a different approach towards social change than many others within the civil rights movement. Suggested excerpt: the six paragraphs beginning with "In this society, in the United States of America..." and ending with "...everything that resembles human decency."
- **Fannie Lou Hamer:** Federal Bureau of Investigation, Fannie Lou Hammer, June 10, 1963, FBI Records: The Vault. This report discusses the FBI's investigation into possible civil rights violations relating to the arrest of Hamer and other voting rights activists at a Mississippi bus station. Suggested excerpt: the first six pages of part 1 of 4.
- **John Lewis:** John Lewis, "Speech at the March on Washington for Jobs and Freedom," (speech, Washington D.C., August 28, 1963). This speech details the strategies of the movement to obtain jobs and freedom while remaining nonviolent.
- **James Reeb:** Martin Luther King, "A Witness to the Truth" (eulogy, Selma, March 15, 1965). King delivered this eulogy for Reeb, a social worker and minister who was beaten when he traveled to Selma, Alabama to support the civil rights movement. Suggested excerpt: the first six paragraphs.
- **Bayard Rustin:** Bayard Rustin, "The March on Washington, 1963," in *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s*, ed. Henry Hampton, Steve Fayer, and Sarah Flynn (New York: Bantam, 1990), pp. 169–170. In this oral history, Rustin reflects on his participation in the planning and managing of the 1963 March on Washington and what he thought made it such a success.

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- **Southern Christian Leadership Conference (SCLC):** Southern Negro Leaders Conference on Transportation and Nonviolent Integration, "A Statement to the South and Nation," January 10, 1957. The Southern Negro Leaders Conference on Transportation and Nonviolent Integration changed its name to the Southern Christian Leadership Conference six months after it was founded. This statement was sent to President Eisenhower, Vice President Nixon, and the Attorney General to announce the creation of the organization and declare its mission.
- **Student Nonviolent Coordinating Committee (SNCC):** Kathleen Cleaver, interviewed by Joseph Mosnier, Civil Rights History Project Collection (AFC 2010/039), Archive of Folk Culture, American Folklife Center, Library of Congress, Atlanta, September 16, 2011. This interview includes Kathleen Cleaver's experiences with the Student Nonviolent Coordinating Committee as well as her personal journey in the civil rights movement. Suggested excerpt: pages 4–6.
- **Malcolm X:** Malcolm X, "The Ballot or the Bullet" (speech, Detroit, April 12, 1964). This speech outlines the core tenets of Black nationalism, as well as Malcolm X's disillusionment with the pace of the broader civil rights movement. Suggested excerpts: the section beginning with "The political philosophy…" and ending with "…getting some of everybody's money" and the latter part of the speech beginning with "Just as it took nationalism to remove colonialism from Asia and Africa…" to the paragraph ending in "…all we've seen is hypocrisy."

KC-8.2.I.A

Strategies of civil rights activist and leaders, including legal challenges, direct action, and nonviolent protest tactics:

- **Freedom Summer:** Mississippi Project Map, Student Nonviolent Coordinating Committee, "Report on the Mississippi Project," 1964, identifier fsSAVFB47F11000, Freedom Summer Digital Collection, Wisconsin Historical Society, p.1. This map depicts the distribution of voter registration efforts, freedom schools, and community centers in Mississippi.
- **Lunch counter sit-ins:** "Sit Ins: The Student Report," CORE pamphlet, 1960. In this pamphlet produced by the Congress of Racial Equality, six students report on their experiences as lunch counter sit-in participants. Patricia Stephen's letter details her sit-in participation, the police violence she faced, and her subsequent arrest.
- **March on Washington for Jobs and Freedom:** March on Washington for Jobs and Freedom (program, August 28, 1963), Bayard Rustin Papers; John F. Kennedy Library; National Archives and Records Administration. This program lists the scheduled events at the Lincoln Memorial where the March on Washington was held in 1963.
- **Constance Baker Motley:** Tomiko Brown-Nagin, "Constance Baker Motley Taught the Nation How to Win Justice," *Smithsonian Magazine*, March 2022. In this article, Brown-Nagin recounts the legal career of Motley and how she contributed to the civil rights movement.
- ***Pitts v. Cherry:*** Order Modifying the M to M transfer Program, *Pitts v. Cherry*, November 3, 1976. *Pitts v. Cherry* was a series of litigations that sought to desegregate the public schools in Dekalb County, GA. The court order of the November 1976 ruling explains how the court required the school system to allow students to transfer from schools where they were the majority to schools where they would be in the minority. Suggested excerpt: pages 24–25.

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- **Selma to Montgomery March:** Student Nonviolent Coordinating Committee, "SNCC Bulletin: Information on Today's Brutality in Selma, Alabama," March 7, 1965. This report details the violence during the first day of the Selma to Montgomery March. The report calls on supporters to organize local protests and demand federal action.

KC-8.2.1.C

Debates among civil rights activists:

- **Black Panther Party:** *Independent Lens*, "The Black Panthers: Free Breakfast Program," February 16, 2016, PBS. In contrast to the goal of integration and the tactic of nonviolent direct resistance, the Black Panthers and other Black Power groups focused on fortifying Black communities and the right to bear arms in self defense. This 1:41 documentary clip describes the Black Panther breakfast program for children.
- **Stokely Carmichael (Kwame Ture):** Stokely Carmichael, "Black Power" (speech, Berkeley, October 29, 1966). In this speech at the University of California-Berkeley, Carmichael discusses the roles of Black Power and Black-led movements and institutions. Suggested excerpt: begin with the paragraph "We are now engaged in a psychological struggle in this country..." and end with "That's the question we want to deal with!".

KC-8.2.III.B.ii

Supreme Court decisions:

- ***Bailey v. Patterson:*** *Bailey v. Patterson*, 369 U.S. 31 (1962). This case made racial segregation of interstate or intrastate transportation illegal. Suggested excerpt: the one page syllabus.
- ***Gideon v. Wainwright:*** *Gideon v. Wainwright*, 372 U.S. 335. (1962) The Court's opinion provides background and gives a sense of the Warren Court's renewed focus on civil liberties. Suggested excerpt: the section beginning "In returning to these old precedents..." to the end of the majority opinion.
- ***Jones v. Mayer Co.:*** *Joseph Lee Jones v. Alfred H. Mayer Co.*, 392. U.S. 409 (1968). The Supreme Court ruled that Congress had the authority to regulate the sale of private property in order to prevent discrimination. Suggested excerpt: the first two pages of the syllabus.
- ***Loving v. Virginia:*** "The Crime of Being Married," *LIFE Magazine*, March 18, 1966, pp. 85–86, 88, 91. This *LIFE* article juxtaposes the legal challenge the Lovings faced (and the case's potential impact) with everyday photos of them living as an interracial family.

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TOPIC 8.10
The African American Civil Rights Movement (1960s)

OPTIONAL ACTIVITY
Making and Explaining Connections

Help students make and explain relevant connections between a source for this topic and historical developments or processes from an earlier time-period. Select one of the suggested primary sources for civil rights activists and leaders, strategies and tactics, or federal government actions for this activity.

Duration: ~20 mins
Sequence: Anytime

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

1. For homework, ask students to review their classroom notes on Topics 7.6 (World War I: Home Front), 7.12 (World War II: Mobilization), 7.13 (World War II: Military), and 8.6 (Early Steps in the Civil Rights Movement).
2. Divide the class into groups and assign them the following questions.
   - To what extent did African Americans experience social and economic continuity or change in the period from the start of World War I to 1960?
   - What role did civil rights activists play in promoting greater racial equality in this period? How successful were these efforts?
   - What role did the federal government take in promoting greater racial equality in this period? How successful were these efforts?
3. Provide students with a copy of the source selected and ask them to underline evidence of continuity and change in the experience of African Americans and/or in civil rights activism from 1914 to the 1960s.
4. Using their notes from step 2 and the source, ask students to write a one paragraph response for each prompt below.
   - Explain how the source reflects a continuity in the experience of African Americans or civil rights efforts from the World Wars to the 1960s.
   - Explain how the source reflects a change in the experience of African Americans or civil rights efforts from the World Wars to the 1960s.

Close by asking a few students to share. Emphasize the importance of considering the longer movement for civil rights when studying the people, events, and developments of the 1960s.

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TOPIC 8.11
The Civil Rights Movement Expands

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective L

Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

HISTORICAL DEVELOPMENTS

KC-8.2.II.B

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

KC-8.2.II.A

Feminist and LGBTQ+ activists mobilized behind claims for legal, economic, and social equality.

KC-8.3.II.B.i

Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms.

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TOPIC 8.11
The Civil Rights Movement Expands

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-8.2.II.B

Latino movements:

- **Brown Berets:** Yolanda Alaniz and Megan Cornish, *Viva La Raza: A History of Chicano Identity and Resistance* (Seattle: Red Letter Press, 2008). The authors provide a brief overview of the Brown Berets and their contribution to different efforts. Suggested excerpts: the sections "The Brown Berets" and "Blow Out" in "Chicana/o Sun Rising: El Movimiento.
- **Cesar Chavez:** Cesar Chavez, "Letter from Delano," to E.L. Barr, Jr., April 4, 1969. Chavez writes to the president of the California Grape and Fruit Tree League in the midst of a 5-year grape boycott led by the United Farm Workers. Suggested excerpt: paragraphs 1–3 and 8.
- **Chicano Movement:** Ester Hernández, "Libertad (Liberty)," 1976, Library of Congress. Hernández was an artist and muralist active in Chicano/a and Latino/a activism in California and beyond.
- **Dolores Huerta:** Dolores Huerta, interviewed by Maria Huffman, WBAI, February 23, 1968. In this interview, Huerta discusses various issues expressed by farm workers, including poor working conditions and racial discrimination. Suggested excerpt: Huerta's response to the first two questions.
- **United Farm Workers:** Cesar Chavez, an open letter to Los Angeles supporters asking them for their continued support of the Grape Strike, 1968. Chavez asks residents of Los Angeles to support the Delano Grape Strike. The letter highlights some of the aims of the UFW and several of their strategies.

KC-8.2.II.B

American Indian movements:

- **American Indian Movement (AIM):** American Indian Movement, "Trail of Broken Treaties 20-point Position Paper," October 1972. In 1972, AIM activists organized the Trail of Broken Treaties. Caravans from Indigenous communities across the country converged on Washington D.C. to protest the federal government's treatment of Indigenous Nations. Along the way, AIM leaders drafted this 20-point Position Paper to present to President Nixon. Suggested excerpt: item 10A.
- **Dennis Banks:** Dennis Banks, "A Speech by American Indian Movement Activist Dennis Banks on the First Anniversary of the Wounded Knee Occupation," (speech,

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Minneapolis, February 27, 1974). Banks criticizes U.S. government policies, comparing government intervention in Indigenous communities with Kent State and Attica.

- **Occupation of Alcatraz:** Kent Blansett, *Journey to Freedom: Richard Oakes, Alcatraz, and the Red Power Movement* (New Haven: Yale University Press, 2018), pp. 126–134. Detailing an early and well-publicized attempt to occupy Alcatraz Island, Blansett includes excerpts from speeches that position the occupation as a response to the mistreatment of Indigenous peoples in the U.S.
- **Occupation of Wounded Knee:** AIM, "Prevent a 2nd Massacre at Wounded Knee: Show your Solidarity with the Indian Nations," May 1973. This poster created by the American Indian Movement advertises a rally in New York. The poster calls for a peaceful end to the 71-day standoff and federal action to address Indigenous concerns.
- **Clyde Warrior:** Clyde Warrior, "We Are Not Free, February 2, 1967" in *First Peoples: a Documentary Survey of American Indian History*, ed. Colin G. Calloway (New York: Bedford/St. Martin's, 1999), pp. 467–469. In this testimony before the President's National Advisory Commission on Rural Poverty, Warrior describes his experience of the impact of governmental policies on Indigenous peoples, advocating for self-determination and Indigenous-led community development. Suggested excerpt: begin with the paragraph "We are not free..." and end "...in a decent community with a strong sense of personal adequacy and competence."

KC-8.2.II.B

Asian American movements:

- **Emma Gee:** Daryl Joji Maeda, *Rethinking the Asian American Movement* (New York: Routledge, 2012), pp. 9–12. Gee played a role in founding the Asian American Political Alliance and standardizing the term "Asian American" as a racial and political identity for people of Asian ancestry in the United States. This text explores Gee's contribution to the principles of the Asian American student movement during the late 1960s and throughout the 1970s.
- **Yuji Ichioka:** Yuji Ichioka, "A Historian by Happenstance," in *Before Internment: Essays in Prewar Japanese American History*, ed. Gordon H. Chang and Eiichiro Azuma (Stanford, CA: Stanford University Press, 2006). Ichioka reflects on the factors that influenced his intellectual development as an Asian American scholar and political activist. Suggested excerpts: pages 280–287, and the epilogue "Remembering Yuji" by Gordon H. Chang.
- **Larry Itliong:** Larry Itliong, "Interview with United Farm Worker Leader Larry Itliong," interviewed by Mignon Geli, 1970. In this interview, Itliong discusses his leadership role in the Delano grape strike of 1965. He describes his work with Cesar Chavez and Dolores Huerta. Suggested excerpt: from 19:00 to 32:00.
- **Yuri Kochiyama:** Diane C. Fujino, *Heartbeat of Struggle: The Revolutionary Life of Yuri Kochiyama* (Minneapolis: University of Minnesota Press, 2005), pp. xxii–xxv. Fujino's biography of Kochiyama traces Kochiyama's career advocating for civil rights, highlighting the connection between Black and Asian American reformers.
- **San Francisco State Strike of 1968:** "Malcolm Collier and Dan Gonzales Recount the Origins of the San Francisco State Strike, 1968" in *Major Problems in Asian American History: Documents and Essays, Second Edition*, ed. Lon Kurashige and Alice Yang (Boston: Cengage Learning, 2017), pp. 331–336. This excerpt provides context and background for those that led the strike.
- **Dalip Singh Saund:** Dalip Singh Saund, *Congressman from India* (New York: E.P. Dutton and Company, 1960). Saund's autobiography reflects on his political career as the first

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Asian American member of Congress. Suggested excerpt: the paragraph in Chapter IV beginning with "I had become a close part of the American life" to the section ending with "...I received my naturalization papers on December 16, 1949, from the Superior Court of the county of Imperial in El Centro, California."

KC-8.2.II.A

Feminist movements:

- **Shirley Chisholm:** Shirley Chisholm, "Shirley Chisholm: Declares Presidential Bid" (speech, New York, January 25, 1972). In this speech, Chisholm explains that while she is Black and female, she would not just be the President of those demographics. She also argues in favor women's voices being represented within the group of elected officials. Suggested excerpts: from 0:30 to 1:45 and from 7:22 to 8:30.
- **Betty Friedan:** Betty Friedan, *The Feminine Mystique* (New York: W.W. Norton, 1963). In this work, Friedan defines the problem she perceives in women's roles and why she believes it hasn't yet been addressed. Suggested excerpts: the first two paragraphs of Chapter 1, and the paragraph several pages later beginning "It is no longer possible to blame the problem on loss of femininity...".
- **Dorothy Pittman Hughes:** Dan Wynn, *Gloria Steinem and Dorothy Pitman Hughes*, October 1971, National Portrait Gallery, Smithsonian Institution. Pitman Hughes and Gloria Steinem went on a national speaking tour to build support for women's issues in 1970 and in 1972 founded *Ms. Magazine* together. In this image taken for *Esquire Magazine*, Pitman Hughes and Steinem signal their solidarity.
- **Audre Lorde:** Audre Lorde, "Who Said It Was Simple" in *From a Land Where Other People Live* (Detroit: Broadside, 1973). In this poem, Lorde reflects on the racism she experienced within the feminist movement.
- **National Organization of Women (NOW):** National Organization for Women (NOW), Philadelphia Chapter, "National Organization for Women (NOW) brochure on Equal Rights Amendment," 1976. This brochure provides NOW's views on women's status in society and the organization's goals.
- **Gloria Steinem:** "Woman; A Conversation with Gloria Steinem," WNED interview with Gloria Steinem, December 5, 1972. In this clip, Steinem provides her perspective on women's employment challenges, including pay differentials and racial issues. Suggested excerpt: in the unedited interview, the segment located from 7:19 to 11:00.

KC-8.2.II.A

LGBTQ+ movements:

- **Gay Liberation Front:** "The Gay Liberation Front platform statement," December 2, 1970. This statement outlines the organization's goals and concerns, and recommends ways to address them.
- **Marsha P. Johnson:** Christina Maxouris, "Marsha P. Johnson, a black transgender woman, was a central figure in the gay liberation movement," *CNN*, June 26, 2019. This *CNN* article describes Johnson's work on behalf of the LGBTQ+ community.
- **Frank Kameny:** Frank Kameny, letter to John F. Kennedy, May 15, 1961, identifier JFKWHCNF-1418–002-p0002, Papers of John F. Kennedy, Presidential Papers, White House Central Name File, John F. Kennedy Presidential Library and Museum. This letter is an appeal from Frank Kameny to President Kennedy to address discrimination against gay men and lesbians, particularly with regard to the ongoing refusal of the federal government to hire anyone suspected of being gay.

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- **Del Martin and Phyllis Lyon:** Gracie Anderson, "The Incredible Story of Del and Phyllis," *Smithsonian Magazine*, July 30, 2021. This article details Martin and Lyon's work with Daughters of Bilitis and its publication *The Ladder*.
- **Sylvia Rivera:** Richard C. Wandel, Photograph of Sylvia Rivera at the Fourth Annual Christopher Street Liberation Day March, June 1973. In this photograph, STAR founder Sylvia Rivera marches with other members of the organization in honor of the anniversary of Stonewall.
- **Stonewall Uprising:** Jennifer Vanasco, "Why We Remember Stonewall, The Sound of Pride: Stonewall at 50," WNYC, June 15, 2019. This 10-minute audio clip provides first-hand accounts of the Stonewall Uprisings.

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TOPIC 8.11
The Civil Rights Movement Expands

OPTIONAL ACTIVITY

Making and Explaining Connections

Students make and explain relevant connections between a source from this topic and the African American civil rights movement. Select one of the suggested primary sources for this topic to use with this activity.

Duration: ~40 mins
Sequence: Anytime

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

1. For homework, ask students to read and take notes on their textbook's coverage of the expansion of the civil rights efforts among Latinos, Indigenous Americans, Asian Americans, LGBTQ+ Americans, and Feminists.
2. Divide the class into groups of 5 and assign each member one of the groups listed in step 1. Ask them to briefly review their homework to explore connections between the African American civil rights movement and the other movements.

   Provide the following questions to help students get started:

   - Latino, Indigenous, and Asian American movements: How and why did these individuals and groups demand social and economic equality and a redress of past injustices?
   - LGBTQ+ Americans: How and why did these individuals and groups mobilize behind claims for legal, economic, and social equality?
   - Feminists: How and why did these individuals and groups mobilize behind claims for legal, economic, and social equality and to what extent did they reject the social, economic, and political values of earlier generations?
3. Provide students with a copy of the selected source. Ask them to read it and answer the following questions with their group:

   - What is the main connection you can make between the source and the African American civil rights movement?
   - What tactics and strategies from African American civil rights activists and leaders did this group use in their own civil rights movements?
   - What evidence can you provide from your homework assignment to support your connections?
4. Ask students to focus on explaining these connections by writing two or three sentences that answer each of the following questions:

   - How does this source relate to the expansion of the civil rights movement?
   - How effective were the different tactics and strategies in achieving this goal?
   - To what extent did these civil rights movements achieve greater equality in American society?

Close this activity with a debrief that emphasizes how the African American civil rights movement relates to other movements.

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TOPIC 8.12
Youth Culture of the 1960s

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

Required Course Content

THEMATIC FOCUS

American and Regional Culture ARC

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 8: Learning Objective N

Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.

HISTORICAL DEVELOPMENTS

KC-8.1.II.B

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

KC-8.2.III.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.

KC-8.3.II.B.ii

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.

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TOPIC 8.12
Youth Culture of the 1960s

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-8.1.II.B

Anti-war protests:

- **Muhammad Ali:** Ken Burns, "Round Two: What's My Name? (1964–1970)," *Muhammad Ali* (PBS, 2021). The 6-minute clip from the documentary titled "Outlash Follows Muhammad Ali's Criticism of the Vietnam War" illustrates both the backlash Ali faced for refusing to go to Vietnam and the support for his decision. The clip includes a joint interview with Martin Luther King.
- **Kent State shooting:** John Paul Filo, "The Kent State Shootings," May 4, 1970. This photograph captures the aftermath of the Kent State shootings. The Ohio National Guard had been sent to quell unrest after President Nixon's announcement that American and allied troops had been sent into Cambodia.
- **1967 March on the Pentagon:** Bernie Boston, "Flower Power," October 21,1967. 100,000 protesters participated in the March on Washington on October 21, 1967. After a rally at the Lincoln Memorial, half of the demonstrators proceeded to a protest at the Pentagon. In this photograph a protester places a flower in the barrel of a paratrooper's rifle.

KC-8.2.III.D

Groups on the left rejecting liberal policies:

- **New Left:** Paul Potter, "The Incredible War" (speech, Washington D.C., April 17, 1965). After the Gulf of Tonkin incident, the Students for a Democratic Society (SDS) planned the March on Washington to End the War in Vietnam. Up to 25,000 people attended, making it the largest peace protest in the U.S. to that point. Suggested excerpts: the first three paragraphs, and the section beginning "But the war goes on..." and ending with "...all over, all of the time."
- **Students for a Democratic Society (SDS):** Students for a Democratic Society, "The Port Huron Statement," June 15, 1962. In 1962, approximately 60 college students from the Students for Democratic Society met to identify key issues facing the movement in Port Huron, Michigan. Tom Hayden, a student at the University of Michigan, led the group in producing this statement, which is closely associated with the "New Left."

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OPTIONAL ACTIVITY

Making Connections

Students view the image from the 1967 March on the Pentagon and consider how the response to the Vietnam War depicted in the image connects to larger patterns in U.S. History.

Duration: ~25 mins
Sequence: End of lesson

1. Ask students to view the photograph and discuss the historical significance of the image.
2. Working in pairs, ask students to share their conclusions and work together to connect this to the public's response to the Spanish-American War (Topic 7.2), World War I (Topic 7.6), and World War II (Topic 7.13). Encourage students to use one of the historical reasoning processes (comparison, causation, or continuity and change) to analyze the patterns and/or connections between the image and the public's reaction to the earlier wars. Ask students to use an appropriate graphic organizer to analyze these patterns and trends.
3. Assign students to write an explanation of the relationship between the image and the public response to earlier wars, making sure to explain why it provides an insight into larger patterns in U.S. history related to the theme of America in the World.

Review the students' work. Emphasize that the ability to effectively make connections between and among historical developments and processes helps us understand the events we study.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

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SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

TOPIC 8.13
The Environment and Natural Resources from 1968 to 1980

Required Course Content

THEMATIC FOCUS

Geography and the Environment GEO

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 8: Learning Objective O

Explain how and why policies related to the environment developed and changed from 1968 to 1980.

HISTORICAL DEVELOPMENTS

KC-8.1.II.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.

KC-8.2.II.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.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-8.1.II.D

Attempts at creating a national energy policy:

- **Department of Energy:** United States Congress, "Public Law 95–91," August 4, 1977. The energy crises of the 1970s, as well as fears over the security of nuclear materials, led to the creation of a cabinet-level department to address these concerns. Suggested excerpt: Title 1 of the act.
- **Federal Energy Administration:** Roger Anders, "The Federal Energy Administration" (November 1980), pp. 2–6. The energy crisis of the 1970's contributed to the creation of the Federal Energy Administration. This report provides historical context regarding its implementation and scope.

KC-8.2.II.D

Environmental problems:

- **Cuyahoga River Fires:** Lorraine Boissoneault, "The Cuyahoga River Caught Fire at Least a Dozen Times, but No One Cared Until 1969," *Smithsonian Magazine*, June 19, 2019. This piece includes several images of the pollution of the Cuyahoga. Suggested excerpt: the section beginning with "The Civil War turned Cleveland..." and ending with "...it's easy to get behind the cleanup of a river that's on fire."
- **Love Canal:** Loretta Gambino, letter from Loretta Gambino in testimony on Love Canal incident, April 5, 1979. In this letter, Gambino, a Love Canal resident, discusses the lack of government intervention and communication about toxic radiation in Love Canal.
- **Three-Mile Island:** *CBS News*, "March 28, 1979: Three Mile Island nuclear power plant accident," March 28, 1979. In this news clip, Walter Cronkite delivers initial news coverage of the power plant accident at Three Mile Island.

KC-8.2.II.D

Environmental movement:

- **Rachel Carson:** Rachel Carson, *Silent Spring* (New York: Houghton Mifflin, 1962). In this work, Carson outlines her concerns about chemical pesticides. Suggested excerpt: Chapter 2.

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KC-8.2.II.D

New environmental programs and regulations:

- **Clean Air Act:** Lyndon B. Johnson, "Remarks Upon Signing the Clean Air Act" (speech, Washington D.C., December 17, 1963). Johnson outlines his rationale for environmental policy such as the Clear Air Act.
- **Endangered Species Act:** Richard Nixon, "Statement on Signing the Endangered Species Act of 1973" (statement, San Clemente, December 28, 1973). Nixon discusses the legislation that provides the federal government with the authority to protect wildlife.
- **Environmental Protection Agency (EPA):** William D. Ruckelshaus, "From Awareness to Action" (speech, Ohio State University, April 22, 1971). The Environmental Protection Agency was established in 1970 by President Nixon in response to concerns about human damage to the environment. This is a speech by the first director, William D. Ruckelshaus, delivered on the second Earth Day.

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OPTIONAL ACTIVITY

Making Historical Connections

Build students' ability to make historical connections. Utilize the suggested sources for the Cuyahoga River fires, Love Canal, and Three-Mile Island for this activity.

Duration: ~15 mins
Sequence: Anytime

1. Form groups and assign each group one of the following: Cuyahoga River fires, Love Canal, or Three-Mile Island (Note: the groups assigned Three-Mile Island will view a video). Distribute copies of the suggested source or a link to the video.
2. Instruct students to read the source with their group and highlight or note the responses to the environmental accident.
3. Ask each group to research the incident on the internet to identify one effect that it had on policy or action.

Close by asking a few groups to share and discuss the similarities and differences in the effects of each incident. Concentrate on highlighting patterns among the environmental accidents and the policies and actions that followed.

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

AVAILABLE RESOURCE

- Professional Development > **Teaching and Assessing Module—Period 8: 1945–1980, Focus on Research "A Rapidly Changing World"**

TOPIC 8.14
Society in Transition

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective J

Explain the causes and effects of continuing policy debates about the role of the federal government over time.

HISTORICAL DEVELOPMENTS

KC-8.2.III.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.

KC-8.2.III.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.

KC-8.2.III.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.

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THEMATIC FOCUS

American and Regional Culture ARC

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 8: Learning Objective P

Explain the effects of the growth of religious movements over the course of the 20th century.

HISTORICAL DEVELOPMENTS

KC-8.3.II.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.

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TOPIC 8.14
Society in Transition

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-8.2.III.C

Conservative challenges: (1960s)

- **American Conservative Union:** Laura Kalman, *Right Star Rising: A New Politics, 1974–1980* (New York: W. W. Norton, 2010), pp. 23–32. In this excerpt, Kalman introduces several people and organizations in the history of midcentury American conservatism, including the American Conservative Union (ACU). She traces the role that the ACU played in shaping Republican politics from its founding in 1964 to the election of Reagan in 1980. Suggested excerpt: the first full paragraph on page 23 to end of the first paragraph on page 32.
- **William F. Buckley:** William F. Buckley, Jr. "National Review: Statement of Intentions," in *American Conservatism Since 1930: A Reader*, ed. Gregory L. Schneider (New York: New York University Press, 2003), pp. 196–197. In this article, Buckley lays out his plans for *National Weekly Magazine* (which became the *National Review*).
- **Barry Goldwater:** Barry Goldwater, "Acceptance Speech at the 28th Republican National Convention" (Washington D.C., July 16, 1964). In this speech, Goldwater shares his policy proposals and his views of his opponents. Suggested excerpts: the section beginning with the paragraph "The good Lord raised this mighty republic..." to the paragraph ending "...regimentation without recourse," continue with the section beginning with "I seek an America proud of its past..." to the paragraph ending "...moderation in the pursuit of justice is no virtue."
- **Richard Nixon:** Richard Nixon, "Address to the Nation on the Vietnam War" (speech, Washington D.C., November 3, 1969). At the height of antiwar protests, Nixon lays out his plans for withdrawal from Vietnam. He refers to his conservative base as a "Silent Majority." Suggested excerpts: from the beginning of the speech to 5:50 ("...not only in Asia, but around the world") and from 22:05 ("I want to be sure there is no misunderstanding...") to the speech's end.
- **Young Americans for Freedom:** Young Americans for Freedom, "The Sharon Statement" (1960). This is the founding document of the Young Americans for Freedom (YAF), a conservative campus organization founded in 1960.

KC-8.2.III.E

Economic challenges, political scandals, and foreign policy crises:

- **Iran Hostage Crisis:** George C. Herring, *The American Century and Beyond: U.S. Foreign Relations, 1893–2014* (New York: Oxford University Press, 2008), pp. 551, 559–560. On November 4, 1979, Iranian youths stormed the U.S. embassy in Teheran, taking its

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employees hostage. Fifty-two diplomats were held for 444 days. Herring discusses the events and impact of the crisis.

- **Stagflation:** Marty Lederhandler, "Gas Station in New York City," December 23, 1973. This picture illustrates impacts of the oil embargo on American consumers.
- **Watergate:** Timothy Naftali, "Richard Nixon," in *Impeachment: An American History* (New York: Modern Library, 2018), pp. 83–87. This chapter provides an overview of the Watergate investigation, including changing strategies on both sides.

KC-8.2.III.F

Clashes between conservatives and liberals: (1970s)

- **Anita Bryant:** Emily Suzanne Johnson, "Anita Bryant Leads a Moral Crusade," in *This Is Our Message: Women's Leadership in the New Christian Right* (New York: Oxford University Press, 2019), pp. 38–67. This chapter tells the story of Bryant's life, with an emphasis on how her career is representative of the rise of the New Christian Right in the 1970s.
- **Conservative Political Action Conference:** Ronald Reagan, "Speech to the Conservative Political Action Conference (CPAC)" (speech, Washington D.C., January 25, 1974). In this speech at the first gathering of CPAC, Governor Reagan recounts moments in American history to emphasize conservative principles.
- **Equal Rights Amendment:** *Good Morning America*, Season 1, Episode 63, "Phyllis Schlafly Debates Betty Friedan on ERA," January 28, 1976, ABC. Phyllis Schlafly was one of the most prominent women in America fighting against the passage of the Equal Rights Amendment, and Betty Friedan was one of the most prominent voices in favor. In this clip, they debate this issue directly, with a focus on the military draft. Suggested excerpt: from the beginning of the clip to 7:44.
- **Heritage Foundation:** Charles D. Hobbs, *The Welfare Industry* (Washington D.C., Heritage Foundation, 1978), pp. 7–9. The Heritage Foundation is a conservative Christian lobbying group founded in 1974. This excerpt explains the foundation and gives an example of the kind of policy papers that the organization produces.
- **Barbara Jordan:** Barbara Jordan, "Democratic National Convention Keynote Address," (speech, New York July, 12, 1976). In this address, Jordan reflects on the political discord in the country and the state of the Democratic Party in 1976. Suggested excerpt: begin with the paragraph "Throughout our history, when people…" to the paragraph ending "…realized in each one of us."
- **Phyllis Schlafly:** Phyllis Schlafly, "What's Wrong with Equal Rights for Women?" (speech, 1972). This was first published as an essay in Schlafly's newsletter (*The Schlafly Report*); subsequently, she frequently used it as the basis for speeches about women's liberation. Suggested excerpt: begin with the paragraph "The 'women's lib' movement is not an honest effort" to the paragraph ending "…presents the case FOR marriage and motherhood."
- **International Women's Year Conference (IWY):** Marjorie J. Spruill, *Divided We Stand: The Battle Over Women's Rights and Family Values that Polarized American Politics* (New York: Bloomsbury, 2017), pp. 1–13. The International Year of the Woman Conference was held in Houston in 1977. In the introduction to her book, Spruill describes the conference and its historical significance, with an emphasis on exploring the diverse viewpoints that were represented.

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KC-8.3.II.C

Growth of evangelical Christian churches and organizations:

- **James Dobson:** James Dobson, *Dare to Discipline* (Wheaton, IL: Tyndale House, 1970), pp. 11–14. Dobson, the founder of Focus on the Family, got his start with his parenting advice book *Dare to Discipline*, first published in 1970. The Introduction demonstrates how Dobson tied his parenting advice to specific political ideas about the state of the American family.
- **John and Anne Gimenez:** Robert Paul Lamb, *Upon This Rock: The Remarkable Story of John and Anne Gimenez; the Miracle of Rock Church, as told to Robert Paul Lamb* (Columbus, Souls Books, 1979), pp. 5–10. John and Anne Gimenez were evangelists and organizers in the New Christian Right. This excerpt tells their story and highlights the priorities of the movement.
- **Billy Graham:** Billy Graham, "America at the Crossroads" (speech, Charlotte, September 16, 1958), audio. In this speech, Graham identifies specific political/social problems and proposes individual, religious solutions. Suggested excerpts: either begin at 3:40 and go to the end, or begin at 12:40 and go to the end.
- ***The 700 Club:*** Pat Robertson et al., "A 700 Club Special! 25th Anniversary," 1986, Christian Broadcasting Network, 0:00–11:37. On the 25th anniversary of the Christian Broadcasting Network, *The 700 Club* broadcast a "birthday special." This special introduces some of the major milestones for the network, while also providing examples of how people within the network understood their history and their role. Suggested excerpt: the first 11 1/2 minutes.

KC-8.3.II.C

Greater political and social activism on the part of religious conservatives:

- **Paul Weyrich:** "Post 'Expose' Helps Conservative Committee," *The Right Report*, May 19, 1975, p. 3. Weyrich was a founder of the Heritage Foundation in 1973. This article in the conservative publication *The Right Report* discusses Weyrich's role in conservative politics, and media coverage of Weyrich and other conservatives.

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OPTIONAL ACTIVITY

Matching Developments with Context

Students practice contextualization by matching broad patterns with specific historical developments in sources. Select two to four suggested sources from different categories from this topic to use with this activity.

Duration: ~10–30 mins
Sequence: End of lesson

1. Divide students into groups and provide the following list of broad developments associated with this period:
   - civil rights activism; conservatism; economic and political malaise; growing influence of evangelical Christianity; liberalism; persistent debates about the role of the federal government; religious activism
2. Provide copies of the selected sources and ask each group to read through the sources to identify which of these broad developments provides the most helpful context for understanding each source.
3. Ask students to write a few sentences explaining how the historical development reflected in each source is situated within the broader context of these developments.

Debrief the activity by encouraging one group to share for each source. Emphasize the importance of considering the broader historical context when studying specific historical developments. Note that there is always a risk of misunderstanding the significance of the event if it isn't placed in context.

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

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SUGGESTED SKILL

Argumentation

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.

AVAILABLE RESOURCES

- External Resource > **Gilder Lehrman Institute's AP U.S. History Study Guide**
- Professional Development > **Teaching and Assessing Module—Period 8: 1945–1980, Focus on Research "Making Connections"**
- Professional Development > **Teaching and Assessing Module—Period 8: 1945–1980, Focus on Research "Adding Complexity"**

TOPIC 8.15
Continuity and Change in Period 8

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 8: Learning Objective Q

Explain the extent to which the events of the period from 1945 to1980 reshaped national identity.

REVIEW: UNIT 8 KEY CONCEPTS

KC-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.

KC-8.1.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.

KC-8.1.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.

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LEARNING OBJECTIVE

Unit 8: Learning Objective Q

Explain the extent to which the events of the period from 1945 to1980 reshaped national identity.

REVIEW: UNIT 8 KEY CONCEPTS

KC-8.2

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

KC-8.2.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.

KC-8.2.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.

KC-8.2.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.

KC-8.3

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

KC-8.3.I

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

KC-8.3.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.

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TOPIC 8.15
Continuity and Change in Period 8

OPTIONAL ACTIVITY
Self/Peer Revision

Students will utilize a scaffolded approach to drafting and revising a long essay in order to improve their ability to develop complex arguments. This activity uses the long essay question titled "Role of democratic ideas in the civil rights movement" in AP Classroom. This essay question, as well as scoring guidelines and student samples, is also available on AP Central as the 2019 FRQ #4.

Duration: ~50 mins
Sequence: Anytime

SUGGESTED SKILL

Claims and Evidence in Sources

Argumentation

6.D

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

1. If necessary, consult the suggested activities for topics 6.14 and 7.15 that scaffold how to teach the expectations for historical complexity with student friendly language.
2. Display the prompt and provide students with the following claim and the three suggested approaches for demonstrating an understanding of historical complexity. These examples are provided to support scaffolded learning and only represent three possible approaches to developing a complex argument in response to this prompt. Teachers are free to provide additional suggestions or replace these suggestions with approaches of their own.
   - Prompt: Evaluate the extent to which ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970.
   - Claim: "Ideas about democracy, such as the notion that everyone should be treated equally, the right to assemble and right to petition government, greatly contributed to the African American Civil Rights movement from 1940–1970."
   - Corroborate: Provide multiple pieces of evidence (quantity and quality) that use insightful connections across themes (e.g. how the pursuit of economic opportunity reinforced democratic ideas) and/or time periods (e.g. how democratic ideas have motivated reforms since Reconstruction) to support the claim.
   - Qualify: Provide evidence that supports the claim that democratic ideas contributed to the civil rights movement but also considers diverse or alternative views. For example, support the claim with evidence of how democratic ideas contributed to the civil rights movement, but qualify the argument by providing evidence that Cold War-era competition motivated much of the political and social changes that occurred during the movement.
   - Modify: Provide evidence that challenges the premise of the prompt by considering diverse or alternative views. Modify the claim with ideas of how Black nationalism, anti-imperialism, and/or Black liberation influenced the civil rights movement more than democratic ideas.
3. Ask students to write a response to the long essay prompt using one of the suggested approaches in step 2 for historical complexity.

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4. After students have written their essays, organize them into pairs and ask them to exchange essays. Ask them to read each other's essay and discuss how well they feel that their partner has done the following.
    - Demonstrated that history is complicated and explained why there is not a simple answer to this question.

Close by asking a few students to share how they would revise their essays to better demonstrate a complex understanding of how ideas about democracy contributed to the African American Civil Rights movement from 1940 to 1970. Finally, take some time to model how you would organize a complex argument in response to this prompt.

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AP U.S. HISTORY

UNIT 9

Period 9: 1980–Present

4–6%
AP EXAM WEIGHTING

~8
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 9

Multiple-choice: ~20 questions
Short-answer: 2 questions

- Secondary source
- No stimulus

Free response: 1 question

- Document-based

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Period 9: 1980–Present

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~8 CLASS PERIODS
	9.1 Contextualizing Period 9	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
PCE	**9.2 Reagan and Conservatism**	Continuity and Change	3.C Compare the arguments or main ideas of two sources.	
WOR	**9.3 The End of the Cold War**	Causation	1.B Explain a historical concept, development, or process.	
WXT	**9.4 A Changing Economy**	Causation	1.B Explain a historical concept, development, or process.	
MIG	**9.5 Migration and Immigration in the 1990s and 2000s**	Causation	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.	
WOR	**9.6 Challenges of the 21st Century**	Causation	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.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~8 CLASS PERIODS
	9.7 Causation in Period 9	Causation	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.	
	Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 9. Review the results in class to identify and address any student misunderstandings.			

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TOPIC 9.1
Contextualizing Period 9

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 9: Learning Objective A

Explain the context in which the United States faced international and domestic challenges after 1980.

PREVIEW: UNIT 9 KEY CONCEPTS

KC-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.

KC-9.1.I

Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

KC-9.2

Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

KC-9.2.I

New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.

KC-9.2.II

The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.

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LEARNING OBJECTIVE

Unit 9: Learning Objective A

Explain the context in which the United States faced international and domestic challenges after 1980.

PREVIEW: UNIT 9 KEY CONCEPTS

KC-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.

KC-9.3.I

The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.

KC-9.3.II

Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.

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OPTIONAL ACTIVITY

Explaining Historical Context

Students return to historical developments from Periods 7 and 8 to predict how they will provide helpful context for understanding the developments of Period 9.

Duration: ~30 mins
Sequence: Anytime

1. Show students the "Unit at a Glance" for Period 9 in the Course and Exam Description and provide a brief overview of the major topics of this unit.
2. Organize students into small groups. Give each group a large piece of butcher paper and assign one of the following bullets. Ask them to use a diagram or visuals to predict how the first historical development (from Periods 7 and/or 8) provides a helpful context for understanding the second historical development (from Period 9).
   - The Great Society (Topic 8.9)—Rising conservative influence (Topic 9.2)
   - Détente (Topic 8.2)—The end of the Cold War (Topic 9.3)
   - World War II and Cold War (Topics 7.13 and 8.4)—Rise of computer technology (Topic 9.4)
   - Post World War II economic growth (Topic 8.4)—Employment shifts from manufacturing to the service sectors (Topic 9.4)
   - 1965 immigration legislation (Topic 8.9)—Increase in immigration from Asia and Latin America (Topic 9.5
   - 1970s environmental legislation (Topic 8.13)—Debates over climate change and the environment (Topic 9.6)
3. Ask each group to briefly share their predictions and hang their poster on the classroom wall.

Return to each poster as you complete the associated topic while teaching period 9. Lead a brief discussion of how the historical development from the earlier unit provides context for understanding the development in period 9. If necessary, ask students to suggest edits to the poster to clarify or improve the original explanation of context.

TOPIC 9.1
Contextualizing Period 9

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

AVAILABLE RESOURCE

- Professional Development > Teaching and Assessing Module—Period 9: 1980–Present, Focus on Research "A Conservative Era?"

TOPIC 9.2
Reagan and Conservatism

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 9: Learning Objective B

Explain the causes and effects of continuing policy debates about the role of the federal government over time.

HISTORICAL DEVELOPMENTS

KC-9.1.I.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.

KC-9.1.I.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.

KC-9.1.I.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.

KC-9.1.I

Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

KC-9.2.II.C

Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-9.1.I.B

Liberal Programs:

- **Medicaid:** Ronald Reagan, "Message to the Congress Transmitting Proposed Health Care Incentives Reform Legislation," February 28, 1983. In this message, Reagan discusses his concerns about Medicaid. Suggested excerpt: the section beginning with "Rising health care costs are a problem that affect everyone..."
- **Medicare:** William J. Clinton, "Remarks in a Health Care Forum in Deerfield Beach" (speech, Deerfield Beach, March 21, 1994). In this speech, Clinton discusses his ideas regarding Medicare. Suggested excerpt: begin with the paragraph "There are those who say there is no health care crisis..." to the paragraph ending "...and it can mean that again."

KC-9.1.I.A

Deregulation of industries:

- **Natural Gas:** Ronald Reagan, "Radio Address to the Nation on Proposed Natural Gas Deregulation Legislation" (speech, Washington D.C., February 26, 1983). In this address, Reagan describes plans for the deregulation of the natural gas industry and how he believes it will benefit the American people. Suggested excerpt: from the paragraph "I'm convinced..." to the end of the address.

KC-9.1.I.C

Policy debates:

- **Contract with America:** Republican National Committee, "Republican Contract with America" (September 27, 1994). The Contract with America, introduced by Newt Gingrich prior to the 1994 midterm election, outlines key points supported by many conservatives in the era following the Cold War.
- **Tax Reform Bill of 1986:** Ronald Reagan, "Remarks on Signing the Tax Reform Act of 1986" (speech, Washington D.C., October 22, 1986). This speech highlights Reagan's argument for tax reform in 1986. Suggested excerpt: begin with the paragraph "But when our Founding Fathers designed this government" and end with "...a model and hope to the world."

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KC-9.1.I

Conservative beliefs in U.S. politics:

- **George H. W. Bush:** George H.W. Bush, "Inaugural Address," (speech, Washington D.C., January 20, 1989). In this speech, Bush shares his perspective on the role of government as he discusses his ideas about how to improve society. Suggested excerpt: begin with "America is never wholly herself…" and end with "…a chorus of discordant voices."
- **Moral Majority:** Jerry Falwell, *Listen, America!* (Toronto: Bantam Books, 1981), pp. 231–234. Falwell calls on Christians to join the Moral Majority using a mixture of religious, political, and emotional appeals.
- **Ron Paul:** Ron Paul, "Farewell Address to the U.S. Congress," (speech, Washington D.C., November 14, 2012). Throughout Paul's political career, he called for a reduction in the scope of government. In this speech he explains his position. Suggested excerpt: from the beginning of the speech to "…a foreign policy that makes us less safe."
- **Pat Robertson:** Pat Robertson, "Campaign Speech" (Church of the King, Dallas, March 6, 1988), C-Span. Robertson, founder of the Christian Broadcasting Network and host of *The 700 Club*, ran for the GOP presidential nomination in 1988 and emerged as one of the top 3 candidates. This speech offers an example of his political and theological views. Suggested excerpt: 0:00 to 5:30 and 10:08 to 14:55.
- **Washington for Jesus:** "125,000 sing, pray in 'Washington for Jesus' rally," *Eugene Register-Guard*, April 20, 1980, p. 2B. This article describes the Washington for Jesus rally, an event in Washington, D.C. led by conservative evangelicals and fundamentalists.

KC-9.2.II.C

Political and cultural debates:

- **ACT-UP:** Avram Finkelstein, Brian Howard, Oliver Johnston, Charles Kreloff, Chris Li, "SILENCE=DEATH," 1987, Brooklyn Museum. This poster, created by the SILENCE=DEATH Project, includes a pink triangle as a reference to the symbol used in Nazi camps for gay men. This symbol was adopted by the direct-action group ACT UP and became widely associated with the AIDS crisis.
- **Immigration from Mexico:** George H. W. Bush, Ronald Reagan, and Howard K. Smith, "Presidential Forum," (debate, Houston, April 23, 1980). In this forum, Bush and Reagan, the candidates for the Republican nomination for the presidential election of 1980, discuss immigration. Suggested excerpt: Bush and Reagan's response to the question posed by David Grossberg.
- **Focus on the Family:** Dean and Grace Merrill, *A Proven Plan to Nurture Your Child's Faith and to Spend Time Together at Home* (Pomona: Focus on the Family Publishing, 1988), pp. 65–66. In the section titled "How Dad and Mom Found Each Other: Parent's Anniversary," the authors express concern about the portrayal of romantic relationships in the media and suggest a model for teaching children about family.

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OPTIONAL ACTIVITY

Close Reading

Ask students to compare the main ideas of the two sources for ACT-UP and Focus on the Family in this topic.

Duration: ~20 mins
Sequence: End of lesson

1. Provide students with a copy of each source and background information about the new conservatism that emerged in the 1980s.
2. Divide the class into groups of 3 and have each group analyze the sources together for content and to extract the main ideas of each source. Provide the following questions to help students get started:
   - What is the main issue discussed in each source?
   - What is the connection between these sources and debates during the 1980s?
3. Ask students to compare the sources and explain how they reflect the political and cultural debates of the period. Have a few groups share their findings.

Close the activity with a class discussion on how the sources support the notion that there were political and cultural debates during the 1980s that related to social values, gender roles, family structures, and diversity. Emphasize that making comparisons between sources is a useful approach to understanding historical developments.

SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

AVAILABLE RESOURCE

- Professional Development > Teaching and Assessing Module—Period 9: 1980–Present, Focus on Research "The Cold War and Beyond"

TOPIC 9.3
The End of the Cold War

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 9: Learning Objective C

Explain the causes and effects of the end of the Cold War and its legacy.

HISTORICAL DEVELOPMENTS

KC-9.3.I.A

Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.

KC-9.3.I.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.

KC-9.3.I.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.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-9.3.I.A

Opposition to communism:

- **Grenada:** Ronald Reagan, "Radio Address to the Nation on Grenada and Nicaragua" (speech, Camp David, February 22, 1986). In this speech, two years after the U.S. military intervention in Grenada, Reagan recounts the justification for and outcome of Operation Urgent Fury in Grenada. He compares developments in Nicaragua to Grenada, and expresses a need for U.S. action in Central America.
- **Westminster Speech:** Ronald Reagan, "Address to Members of the British Parliament" (speech, Westminster Hall, June 8, 1982). Reagan condemns the Soviet Union and communism while sharing his perspective on the benefits of free enterprise and democracy. Suggested excerpt: begin with the paragraph "In an ironic sense Karl Marx was right…" and end with "…Soviet forces also face east to prevent their people from leaving."

KC-9.3.I.B

Increased military spending:

- **Strategic Defense Initiative:** Strategic Defense Initiative Organization, "Report to Congress on the Strategic Defense System Architecture," December 17, 1987, identifier 2009–033, ISCAP Releases, National Archives. Often referred to as Star Wars, this program funded research on military defense. Suggested excerpt: the "Overview" on pages 3–4 and the descriptions of lasers and a particle beam on pages 12–13.

Diplomatic initiatives:

- **Geneva Summit:** "Joint Soviet-United States Statement of the Summit at Geneva," November 21, 1985. Soviet Premier Mikhail Gorbachev and President Ronald Reagan met for the first time at Geneva in November 1985. Numerous problems arose in the negotiations but both sides agreed to hold two more summits in the future.

KC-9.3.I.C

New diplomatic relationships and interventions:

- **Asia-Pacific Economic Cooperation (APEC):** Asia-Pacific Economic Cooperation, 1994 Leaders Declaration (Bogor Declaration), November 15, 1994. Founded in 1990, APEC aimed to increase trade and economic cooperation amongst its members. It became a key part of Clinton's effort to promote global market expansion. Suggested excerpt: Item 2.

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- **Oslo Accords:** William J. Clinton, "Remarks at the Signing of the Israeli-Palestinian Agreement" (speech, Washington D.C., September 13, 1993). The Oslo Accords were two agreements signed by representatives of the Palestinian Authority and the Israeli Government. Clinton's speech contains his description of the role of the U.S. in negotiations in the region over time.
- **Panama:** George H. W. Bush, "Address to the Nation Announcing United States Military Action in Panama" (speech, Washington D.C., December 20, 1989). In this speech, Bush provides his rationale for the U.S. invasion of Panama.

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OPTIONAL ACTIVITY

Oral Presentations

Strengthen students' ability to explain historical developments with an oral presentation of a source. Utilize the following suggested sources for this activity: "Radio Address to the Nation on Grenada and Nicaragua," "Report to Congress on the Strategic Defense System Architecture," "Address to Members of the British Parliament," and "Joint Soviet-United States Statement of the Summit at Geneva."

Duration: ~40 mins
Sequence: End of lesson

1. Randomly distribute one of the four sources to each student so the class has several students with the same source. Instruct students with the same source to form a group.
2. In groups, ask students to read the source to determine how well it supports the assertion in the bullet below. Students may need to conduct some quick research about the topic of the source in their textbook or on the internet to help them understand the reading. Ask the groups to provide a two-minute verbal evaluation of how well the source demonstrates a method used by Reagan to oppose communism.
   - Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons (KC-9.3.I.A).
3. If the groups didn't cite specific evidence from their source to support their evaluations, ask (or encourage their classmates to ask) follow-up questions about how well the source supports the assertion.
4. In a quick write, ask each student to summarize the presentations by writing a short paragraph explaining how Reagan sought to combat communism.

Debrief by leading a discussion about the extent to which President Reagan's efforts succeeded in bringing an end to the Cold War.

TOPIC 9.3
The End of the Cold War

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

TOPIC 9.4
A Changing Economy

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology WXT

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 9: Learning Objective D

Explain the causes and effects of economic and technological change over time.

HISTORICAL DEVELOPMENTS

KC-9.2.I.A

Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.

KC-9.2.I.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.

KC-9.2.I.C

Employment increased in service sectors and decreased in manufacturing, and union membership declined.

KC-9.2.I.D

Real wages stagnated for the working and middle class amid growing economic inequality.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-9.2.I.A KC-9.2.I.B KC-9.2.I.D

Changes in the economy:

- **Grace Lee Boggs:** Grace Lee Boggs, interviewed by Bill Moyers, *Bill Moyers Journal,* PBS, June 15, 2007. In this interview, Boggs reflects on growing up as a Chinese American in New York, and her involvement in civil rights efforts. Boggs and Moyer conclude with a conversation about the U.S. economy in the twenty-first century, including a discussion about outsourcing.
- **The Digital Divide:** William J. Clinton, "State of the Union Address" (speech, Washington D.C., January 27, 2000). The Clinton-Gore Administration: From Digital Divide to Digital Opportunity, February 2, 2000. In this State of the Union address, Clinton addresses the digital divide. Suggested excerpt: begin with the line "Opportunity for all requires something else today..." and end with "...and do it quickly."
- **Dot-com bubble:** John M. Glionna, "Dot-Com Boom Makes S.F. a War Zone," *Los Angeles Times*, October 3, 2000. This article details the impact of the tech industry and its workers on the Bay Area.
- **Globalization:** Panos Mourdoukoutas, "Globalization Has Done a Lot of Great Things for Americans," *Forbes*, January 3, 2017. In this article, Mourdoukoutas shares perspectives on changes and continuities in the United States economy after the Cold War, including the impact of digital communication technology.

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TOPIC 9.4
A Changing Economy

OPTIONAL ACTIVITY
Peer Review and Revision

Strengthen students' ability to explain historical developments with peer feedback. Select one of any of the suggested sources for this topic.

Duration: ~20 mins
Sequence: End of lesson

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

1. Distribute individual copies of the selected source and display the following economic trends from this period.
   - Increased economic productivity, technological innovation, changes in the job market, and wage stagnation
2. Ask students to reflect on what they learned in class or from their textbook about these economic trends. Next, instruct students to read the source and select the trend most evident in the reading. Then, using the source, ask students to explain the historical significance of this trend in a paragraph.
3. Ask students to form groups of three to share their work and provide feedback on their peers' writing. Ask students to consider how well their peers used evidence from the source to support their claims. Encourage students to refine their explanations based on the peer feedback.

To close, give a few students the opportunity to share their explanation. Debrief by emphasizing the importance of providing thorough explanations that explicitly and effectively use evidence to support claims.

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TOPIC 9.5
Migration and Immigration in the 1990s and 2000s

Required Course Content

THEMATIC FOCUS

Migration and Settlement MIG

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 9: Learning Objective E

Explain the causes and effects of domestic and international migration over time.

HISTORICAL DEVELOPMENTS

KC-9.2.II.A

After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.

KC-9.2.II.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.

SUGGESTED SKILL

Sourcing and Situation

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.

AVAILABLE RESOURCE

- Professional Development > Teaching and Assessing Module—Period 9: 1980–Present, Focus on Research "Social Changes Since 1980"

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TOPIC 9.5
Migration and Immigration in the 1990s and 2000s

OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-9.2.II.A

Influence of the American South and West:

- **Republicans and the South:** "Electoral College Results," National Archives, 2023, https://www.archives.gov/electoral-college/results. This website from the National Archives provides a clickable table with data on the distribution of electoral votes from 1892 to 2020.
- **Silicon Valley:** David Laws, "Who Named Silicon Valley?" *Computer History Museum blog*, January 07, 2015. This article highlights the historic naming of Silicon Valley and addresses the area's growing influence.
- **So So Def Records:** Jonathan Landrum Jr., "Jermaine Dupri announces So So Def 25th Anniversary Tour," *AP News*, July 31, 2018. Jermaine Dupri founded So So Def Records in 1993 in Atlanta, GA. This article describes the history of So So Def, noting the record label's role in expanding Atlanta's cultural influence.

KC-9.2.II.B

New immigrants:

- **ESL education:** Sarah Glazer, "Bilingual Education: Does It Work?," *Editorial Research Reports* (Vol. 1), 1988. This article addresses some of the debates related to bilingual education in the 1980s. Suggested excerpt: the first three paragraphs in the "Overview" and the section entitled "Conflicting goals and objectives fuel bilingual-education debate."
- **Model Minority:** David Brand, "Education: The New Whiz Kids: Why Asian Americans are doing so well, and what it costs them," *Time*, August 31, 1987. This cover story reinforced the racial generalization of Asian Americans as a "model minority," focusing on the academic success of Asian American students, without considering the complex socioeconomic, ethnic, political, and cultural diversity within the Asian American community.
- ***Que Pasa USA:*** *¿Qué Pasa U.S.A?*, Season 2, Episode 6, "Citizenship," directed by Bernard Lechowick, 1978, WPBT. *¿Qué Pasa U.S.A?* was the first bilingual sitcom in the United States. While the series was filmed from 1977 to 1980, it has continued to be broadcast as reruns. In this episode the characters debate the merits of obtaining U.S. citizenship. Suggested excerpt: various clips of this episode are available online; select a clip that exemplifies the debate.

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- **Amy Tan:** Amy Tan, *The Joy Luck Club* (New York: G. P. Putnam's Sons, 1989). Amy Tan, "Amy Tan Reflects on 30 Years Since *The Joy Luck Club*," *Literary Hub*, April 23, 2014. In this novel, Tan describes generational dynamics between an immigrant mother from China and her daughter. Suggested excerpt: the chapter titled "Jing-Mei: Two Kinds." Tan reflects on this aspect of the novel 30 years after its publication in "Amy Tan Reflects on 30 Years Since *The Joy Luck Club*".
- **Univisión:** Craig Allen, *Univision, Telemundo, and the Rise of Spanish-Language Television in the United States* (Gainesville: University of Florida Press, 2020), pp. 1–6. Allen discusses the cultural significance and impact of Spanish language television in the United States.

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TOPIC 9.5

Migration and Immigration in the 1990s and 2000s

OPTIONAL ACTIVITY

Guided Discussion

If you selected the source *¿Qué Pasa USA?*, an episode of the first bilingual sitcom in the United States, use this activity to help students develop a deeper understanding of sourcing, including limitations.

Duration: ~40 mins
Sequence: Anytime

SUGGESTED SKILL

Sourcing and Situation

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.

1. Provide students background information about Cuban immigration to the United States from the revolution in 1959 to the present day and use the source description of *¿Qué Pasa USA?* to prepare students for viewing the clip.
2. Show the clip of the episode in class and lead a brief discussion on how students might use this source as evidence in a response to the following prompt:
   - Evaluate the extent to which migration to and within the United States affected U.S. culture from 1980 to 2010.
3. Display the sourcing requirement in the document-based question (DBQ) rubric and briefly discuss how considering these approaches helps historians understand sources and evaluate their usefulness as evidence in supporting historical arguments.
   - For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
4. Conduct a class discussion on the four approaches to sourcing. Help students evaluate the usefulness of each approach in developing an argument that uses *¿Qué Pasa USA?* as evidence in response to the prompt in step 2. Use the following pro/con list to guide the discussion. Remind students that they will only need to use one of these approaches in evaluating each source in their DBQ essay, so they should give careful thought to which approach will best help them support their argument.

   Pros and Cons:

   - Point of View:
     - Pros: Understanding the point of view could help evaluate the extent to which the depiction of the characters and story line reflect reality.
     - Cons: Evaluating the point of view of a television show is challenging because of the number of people and organizations involved in its creation (i.e. writer, director, producer, television network…) so it is difficult to draw conclusions about the significance of point of view.
   - Purpose:
     - Pros: Understanding the purpose could help explain its enduring popularity and the extent to which it accurately reflects the experience of Spanish speaking Americans.
     - Cons: Presumably, there are many purposes: to explore the difficulty of redefining one's identity while undergoing various degrees of cultural assimilation, to highlight generational differences, to entertain the audience, to generate revenue for the television network…. Considering the potential complexity of the episode's purpose, it may be difficult to draw conclusions about its significance.

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- Historical situation:
  - Pros: Considering the historical situation in which *¿Qué Pasa USA?* was created and viewed helps build an understanding of the historical developments that motivated the creation and rebroadcast of the show and the extent to which it reflects the sustained impact of migration on U.S. culture.
  - Cons: Considering that the show was largely created and originally aired before 1980, caution must be exercised when using this show as historical evidence for the experience of immigrants in earlier or later periods. Evaluating the historical situation for this source requires consideration of several time periods (dates of creation, broadcast, and rebroadcast); this level of analysis will take time and broad content knowledge.
- Audience:
  - Pros: Considering the themes and regular use of Spanish, it is safe to conclude that the audience was largely Cuban Americans and other Spanish speakers. Considering that the show was broadcast from the 1970s through the 2000s on a major network indicates that this audience was rather large. Considering the size and composition of the audience, evaluating the significance of the audience is important for understanding the scope of the show's impact.
  - Cons: It may be challenging to know specifics about the audience which may make it difficult to draw some conclusions.

5. Ask students to decide which approach is most helpful and write a few sentences explaining the significance.

Conclude by asking students to identify specific limitations they encountered (i.e. what information wasn't available for their source) and explain why particular sourcing approaches can be more or less valuable for developing historical understanding.

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SUGGESTED SKILL

Sourcing and Situation

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.

TOPIC 9.6
Challenges of the 21st Century

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 9: Learning Objective F

Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.

HISTORICAL DEVELOPMENTS

KC-9.3.II.A

In the wake of attacks on the World Trade Center and the Pentagon in 2001, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.

KC-9.3.II.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.

KC-9.3.II.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.

KC-9.3.II.D

Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.

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OPTIONAL SOURCES

Teachers have the flexibility to include in their syllabus primary and secondary sources that align with local standards and priorities. The following optional sources and activity are not required AP course content, but are instead simply examples of sources appropriate for a college-level course. None of the AP Exam questions require students to have studied these specific sources. These sources represent a variety of persons and perspectives relevant to U.S. history, rather than an endorsement of their ideas or values. AP students are not asked to affiliate themselves with the cultural or political values in these sources, but instead to analyze such documents for the historical information they can yield.

Examples and Sources

KC-9.3.II.B

Efforts to improve security:

- **George W. Bush:** George W. Bush, Address to a Joint Session of Congress and the American People (speech, Washington D.C., September 20, 2001). In this speech, Bush addresses the American people after the 9/11 attacks. He provides an explanation for the attacks and his plans for a response. Suggested excerpt: begin with the line "On September the 11th, enemies of freedom..." and end with "...destroy it where it grows."
- **Condoleezza Rice:** Condoleezza Rice, "Address at the Republican National Convention" (speech, Tampa, August 29, 2012). In this speech, Rice supports the presidential candidacy of Governor Mitt Romney. In doing so, she shares her perspective on national security and lays out a contemporary argument for the idea of American exceptionalism.

KC-9.3.II.B

Questions about civil liberties and human rights:

- **Russ Feingold:** Russ Feingold, "Statement on the Anti-Terrorism Bill" (speech, Washington D.C., October 25, 2001) *Congressional Record Issue,* vol. 147, no. 144, p. S11019. Feingold was the only senator to vote against the Patriot Act. In this speech Feingold explains why he opposed the bill. Suggested excerpt: begin with the paragraph "Of course, there is no doubt that if we lived in a police state..." and end with "...this is truly a breathtaking expansion of police power."
- **Islamophobia:** Maryam Qudrat Aseel, *Torn Between Two Cultures: An Afghan American Woman Speaks Out* (Sterling, VA: Capital Books, 2003). This memoir by a Los Angeles-native Afghan American woman shares her understanding of post-9/11 Islamophobia. Suggested excerpts: the "Prologue" and either Chapter 7, "Real Islam" or Chapter 9, "As the Smoke Clears."

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TOPIC 9.6
Challenges of the 21st Century

OPTIONAL ACTIVITY
Sourcing

Strengthen students' sourcing skills by asking students to think about how the author of a source for this topic was influenced by the events of September 11th, 2001. This activity can be used with any of the sources for this topic.

Duration: ~25 mins
Sequence: End of lesson

SUGGESTED SKILL

Sourcing

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.

1. Give each student a copy of the source with a source line/attribution like those used on the exam.
2. Instruct students to read the source while considering the following questions:
   - Who is the author and how did the events of September 11th affect them personally or professionally?
   - How did the period in which the source was written shape the document?
   - What does the author hope to accomplish with this source? How is this connected with September 11th?
   - Who was the intended audience and how were they affected by September 11th?
3. Ask students to review the learning objective for this topic and decide which sourcing approach would be most useful in developing an argument that uses the source as evidence in response to the learning objective.
   - Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.
4. Ask students to use the information gleaned from step 2 to write two-sentences that explain how or why the document's point of view, purpose, historical situation, or audience is relevant to an argument that responds to the learning objective. Encourage students to connect specific historical evidence in the source to their explanation.

Close by asking students to exchange papers with a classmate for peer review and feedback.

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TOPIC 9.7
Causation in Period 9

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 9: Learning Objective G

Explain the relative significance of the effects of change in the period after 1980 on American national identity.

REVIEW: UNIT 9 KEY CONCEPTS

KC-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.

KC-9.1.I

Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

KC-9.2

Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

KC-9.2.I

New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.

KC-9.2.II

The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.

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SUGGESTED SKILL

Argumentation

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.

AVAILABLE RESOURCE

- External Resource > Gilder Lehrman Institute's AP U.S. History Study Guide

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LEARNING OBJECTIVE

Unit 9: Learning Objective G

Explain the relative significance of the effects of change in the period after 1980 on American national identity.

REVIEW: UNIT 9 KEY CONCEPTS

KC-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.

KC-9.3.I

The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.

KC-9.3.II

Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.

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OPTIONAL ACTIVITY

Self/Peer Revision

Students draft then revise a response to the long essay question titled "Evaluate economic change fostered by innovation" in AP Classroom. This essay with full scoring guides and student samples is also available on AP Central as the 2018 Question 4 LEQ.

Duration: ~50 mins
Sequence: End of lesson

1. Ask students to draft a response to the long essay prompt below. This activity is designed to assess and improve the students' skills in writing essays rather than test content knowledge. Therefore, encourage students to use their textbooks when drafting the essay so they can write the best essay possible.
   - In your response you should do the following:
   - Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
   - Describe a broader historical context relevant to the prompt.
   - Support an argument in response to the prompt using specific and relevant examples of evidence.
   - Use historical reasoning (e.g. comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
   - Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.
     - Evaluate the extent to which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.
2. Review the rubric for the LEQ with students and ask them practice scoring student sample 4A (found on pages 10-11 in the document on AP Central). Walk students through sample 4A, explaining how the author earned each point (see page 17 of the document on AP Central for scoring notes).
3. Organize students into pairs and ask them to exchange essays. Direct students to read their partner's essay and suggest improvements based on the discussion of sample 4A.
4. Allow students to take their work home to revise and improve their essay.

Ask students to submit their essays to you for scores and additional feedback. If time allows, ask students to complete a second round of revisions to the essay based on your feedback. Emphasize to students that while the essays they submit for the exam will be first drafts, writing and revising essays before the exam will help them develop the skills they need to earn points.

TOPIC 9.7
Causation in Period 9

SUGGESTED SKILL

Argumentation

6.D

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

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AP U.S. HISTORY

Instructional Approaches

Selecting and Using Course Materials

Using a wide array of historical source material helps students become proficient with the historical thinking skills and develop a conceptual understanding of U.S. history. In addition to using a college-level textbook that will provide required course content, students should regularly examine primary source material in different and varied forms as well as other types of historical scholarship. Rich, diverse source material provides more flexibility in designing learning activities that develop the habits of historical thinking that are essential for student success in the course.

Textbooks

The AP U.S. History course requires the use of a college-level textbook that includes discussion of historical developments and processes from 1491 into the 21st century in a way that encourages conceptual understanding. While nearly all college-level U.S. history textbooks will address the various themes of U.S. history, they may cover these thematic approaches differently. It will be important to identify other types of secondary sources and supplement the textbook accordingly. Ideally, the textbook selected will use the thematic approaches as threads to make connections across different time periods.

AP Central has an **example textbook list** of college-level textbooks that meet AP Course Audit resource requirements. Additionally, the AP U.S. History Teacher Community on AP Central provides reviews of recently published texts to help teachers determine their appropriateness for the AP course.

Primary Sources

Students will find it useful to analyze primary source material regularly to deepen their understanding of the learning objectives and develop the required historical thinking skills. While publishers are increasingly including primary source material within the textbook, students should be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. These sources should include written documents as well as images, such as photographs, cartoons, and works of art. The ancillary materials and website sources that accompany most of the recently published textbooks may have high-quality primary source documents, artwork, charts, and other sources of data that are linked to the topics and themes addressed in the textbook. If the textbook used does not provide ample primary sources, or the sources are too brief, teachers may decide to supplement their course with document readers that provide lengthier selections or online compilations of primary sources related to particular topic areas.

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Secondary Sources

Student success in the course also depends on exposure to and analysis of multiple secondary sources. Secondary sources include noncontemporary accounts of the past written by historians or scholars of other related disciplines, such as economists, sociologists, political commentators, or art historians, as well as data sets, charts, and maps. Secondary sources of all types can provide a broader and more substantive perspective on topics addressed by a textbook. Additionally, secondary sources can be helpful in supplementing textbooks with older publication dates.

It is especially important that students practice analyzing and comparing historians' interpretations of events. Students should have opportunities to compare a primary source with a secondary source or compare the views represented by two different secondary sources. This need can often be met by source collections that provide both primary and secondary source material, or through ancillary resource material offered by textbook publishers. When finding resources to use with students, teachers may consider a variety of sources that vary in complexity, building toward publications by practicing historians, university presses, or scholarly journals.

School library media specialists can also help identify databases that contain a variety of useful source material—both primary and secondary. Many schools already subscribe to databases, such as ABC-CLIO, JSTOR, or Gale, that may augment the materials found in texts or document readers. Library media specialists can assist in developing course-specific LibGuides that give students easy access to the source material identified by the teacher.

Teaching with the Founding Documents

Students who engage in close reading and analysis of the ideas and debates of the founding documents gain historical understanding and capacity to trace the influence of these ideas throughout the course. For this reason, teachers may use these documents in an in-depth examination of the themes of the course and ideas of freedom and democracy. Teachers who are especially interested in using a cross-disciplinary approach, such as American studies, or teaching this course in conjunction with a course like AP U.S. Government and Politics, may find this approach especially helpful.

Ultimately, a command of the ideas and language of the founding documents and their influence will not only help students succeed on the AP Exam and in college but also will open up opportunities for them to participate more deeply in civic life in the United States and globally.

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Instructional Strategies

The AP U.S. History course framework outlines the concepts and skills students must master in order to be successful on the AP Exam. To address those concepts and skills effectively, it helps to incorporate a variety of instructional approaches into daily lessons and activities. The following table presents strategies that can help students apply their understanding of course concepts.

Strategy	Definition	Purpose	Example
Close Reading	Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.	Develops comprehensive understanding of a text.	When students are reading foundational documents, such as the Declaration of Independence, have them highlight relevant words and passages that support the author's claim. Ask students to connect the grievances listed in the third section of the Declaration to specific abuses enacted by Parliament and the king.
Create Representations	Students create tables, graphs, or other infographics to interpret text or data.	Helps students organize information using multiple ways to present data.	Give students a set of data, such as voting patterns by race and gender, and have them create a graph that best shows the data and the trends.
Critique Reasoning	Through collaborative discussion, students critique the arguments of others, questioning the author's perspective, evidence presented, and reasoning behind the argument.	Helps students learn from others as they make connections between concepts and learn to support their arguments with evidence and reasoning that make sense to peers.	Have students critique Abraham Lincoln's arguments for reunification in his first inaugural address. Have students examine Lincoln's perspective and the evidence and reasoning he uses to support this position.
Debate	Students present an informal or formal argument that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking the people who defend those ideas.	Gives students an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue.	Have students debate which U.S. president was the most significant, using evidence and reasoning to support their claims.

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Strategy	Definition	Purpose	Example
Debriefing	Students participate in a facilitated discussion that leads to consensus understanding or helps them identify the key conclusions or takeaways.	Helps students solidify and deepen understanding of content.	For complex issues, such as financial panics, lead students in a debrief to ensure their understanding.
Discussion Groups	Students engage in an interactive, small-group discussion, often with an assigned role (e.g., questioner, summarizer, facilitator, evidence keeper) to consider a topic, text, question, etc.	Helps students gain new understanding of or insight into a text or issue by listening to multiple perspectives.	Assign students to groups to discuss a learning objective, such as *Explain how and why a new national culture developed from 1800 to 1848*, with the view to help them gain new understanding by hearing the views of their classmates.
Fishbowl	Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.	Provides students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses using specific textual evidence.	Have students discuss the arguments presented in American Revolution–era documents and how they responded to British actions and policies leading up to the American Revolution.
Graphic Organizer	Students use a visual representation for the organization of information.	Builds comprehension and facilitates discussion by representing information in visual form.	Ask students to use a graphic organizer to compare political, economic, religious, social, intellectual, and technological ideas. Make sure students use any organizer thoughtfully and are not simply filling in the blanks.
Guided Discussion	A guided discussion is an umbrella strategy that allows for the use of different techniques as you guide students through the lesson.	Helps students see the big picture and builds their confidence when dealing with difficult content and/or new skills.	Use brainstorming and quickwrite as strategies during a guided discussion in which you help students understand the motivations and patterns of colonization in North America by European countries and ultimately why the British "won."

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Strategy	Definition	Purpose	Example
Jigsaw	Each student in a group reads a different text or different passage from a single text, taking on the role of "expert" on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.	Helps students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts.	Use this strategy to facilitate understanding of the various objectives and accomplishments of the Progressive movement. Have students read and analyze primary and secondary sources related to political corruption, social injustice, and economic inequality.
Look for a Pattern	Students evaluate data or create visual representations to find a trend.	Helps students identify patterns that may be used to draw conclusions.	Using a complex graph (with at least two data sets), such as one showing agricultural production in the late 19th century, have students compare acres under cultivation and crop yield per acre to find a trend and draw a conclusion.
Making Connections	Students are given a concept, term, or document and asked to write what they know about it. Then students are paired and asked to determine, describe, and then explain the connection between the two concepts.	Reinforces the fact that concepts are often connected and provides the opportunity for students to make and explain connections between and among these concepts.	Write concepts related to one of the course themes on cards, place them in a box, and have students pick a concept at random. Give students a few minutes to gather and recall information about the term and then pair students and ask them to find the connection between their concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.
Match Claims and Evidence	Students are given sample claims (most of which can be improved on) to evaluate and revise. Then students match their revised claims with pieces of evidence that can be used to support the claims. Once matched, students write a statement explaining how and why the evidence supports the claim.	Provides opportunities for students to edit existing claims and match those claims with existing evidence in preparation for writing their own argumentative essays.	In early stages of practicing argumentation, ask small groups of students to write claims and supporting evidence statements based on a prompt. Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.

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Strategy	Definition	Purpose	Example
Questioning the Text	Developing literal, interpretive, and universal questions about a text while reading it.	Allows students to engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.	Ask students to read and analyze propaganda posters from either World War I or II and write down any clarification and discussion questions that come to mind while reading the text. Form groups around similar questions and ask students to research answers from a source, such as the textbook. Have groups present their findings and lead a discussion about propaganda, mobilization, and preparedness.
Quickwrite	Students write for a short, specific amount of time about a designated topic.	Helps students generate ideas in a short time.	As preparation for the free-response questions, use Unit 5: Learning Objective B, *Explain the causes and effects of westward expansion from 1844 to 1877,* to have students write claims and explain evidence that supports their claims for various topics.
Self/Peer Revision	Students work alone or with a partner to examine a piece of writing for accuracy and clarity.	Provides students with an opportunity for editing a written text to ensure correctness of identified components.	Have students perform self- and peer revisions of their practice argument essays so that they have the opportunity to review their practice claims, supporting evidence, sourcing, and analysis and reasoning.

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Strategy	Definition	Purpose	Example
Shared Inquiry	Students actively read a provocative text, asking interpretive questions (questions for which there are no predetermined right answers) before and during reading. After reading the text, students engage with their peers to make meaning from the text, offer different answers to the questions, and debate one another, supporting their positions with specific evidence from the text.	Allows a teacher to lead a deep discussion about a text and encourages diverse ideas to emerge as students think deeply and share interpretations.	Provide a selection of primary sources from individuals involved in Latino, American Indian, and Asian American movements. In groups, ask students to formulate responses to Unit 8: Learning Objective L, *Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980,* and present their ideas to the class. Then lead a whole-group discussion comparing these movements to the African American movement for civil rights.
Socratic Seminar	A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.	Helps students arrive at a new understanding by asking questions that clarify; challenging assumptions; probing perspective and point of view; questioning facts, reasons, and evidence; or examining implications and outcomes.	Use a question such as *How and why was the United States a world leader after World War II?* to initiate a discussion in which students can illustrate their understanding of the learning objectives and historical development statements.
Think-Pair-Share	Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.	Enables the development of initial ideas that are then tested with a partner in preparation for revising ideas and sharing them with a larger group.	To practice comparing the responses by the executive, legislative, and judicial branches to the calls for expansion of civil rights, have students use think-pair-share to come up with similarities, differences, and relevance to the historical situation.

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Developing Historical Thinking Skills

Throughout the AP U.S. History course, students will develop skills that are fundamental to the study of history. Since these historical thinking skills represent the complex skills that adept historians demonstrate, students will benefit from multiple opportunities to develop them in a scaffolded manner.

The historical thinking skills and reasoning processes used in the course framework help students begin to understand and create historical arguments in a process similar to that used by historians. This process begins with a close analysis of historical sources and reaches its conclusion when evidence, drawn from historical sources, is used effectively to support an argument about the past.

The tables on the pages that follow look at each of the skills and provide examples of tasks or questions for each skill, along with instructional notes and strategies for integrating that skill into the course.

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Historical Thinking Skill 1: Identify and explain historical developments and processes

Historical knowledge is gained from a variety of formats: knowledge transfer from the teacher, reading textbooks, analyzing primary and secondary sources, and from other media. In order to perform historical analysis and argumentation, students need to establish a depth of knowledge about historical events, processes, and people and their actions. This skill allows students to gain that empirical knowledge that they can then apply using more sophisticated skills.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
1.A *Identify a historical concept, development, or process.*	▪ Identify the characteristics and traits of a concept, development, or process. ▪ What does the historical evidence tell you about a concept, development, or process?	Ask students to read the "Declaration of Sentiments" and identify the sentiments expressed by the authors.	▪ Quickwrite ▪ Think-Pair-Share
1.B *Explain a historical concept, development, or process.*	▪ Using specific historical evidence, explain how and why a historical concept, development, or process emerged. ▪ Begin to think about causation and patterns of continuity and change over time.	Ask students to explain through writing how the Seneca Falls Convention came to be.	▪ Quickwrite ▪ Graphic Organizer

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Historical Thinking Skill 2: Analyze sourcing and situation of primary and secondary sources

Historians use primary sources and the arguments of other historians (secondary sources) as the foundation for creating an understanding about historical events—in short, a historical argument. Sources need to be closely evaluated so that they can be used properly to support, refute, or even modify an argument. By using these skills, students will build an understanding of source analysis that they can later use in developing their own historical arguments. Good analysis requires a critical evaluation of the source's limitations.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
2.A *Identify a source's point of view, purpose, historical situation, and/or audience.*	▪ Identify the author. ▪ Identify his or her perspective. ▪ Identify the purpose. ▪ Identify the intended audience. ▪ Place the source within its historical situation.	Lead students on a guided reading of Booker T. Washington's "Atlanta Compromise" speech. Ask them to identify the author and his perspective (point of view).	▪ Critique Reasoning ▪ Jigsaw
2.B *Explain the point of view, purpose, historical situation, and/or audience of a source.*	▪ Explain the many different variables that impact a source's: ◆ Content ◆ Tone ◆ Interpretation ◆ Audience ◆ Purpose	Ask students to examine the factors that led Booker T. Washington to respond to Jim Crow the way he did in the time period of the late 19th and early 20th centuries?	▪ Socratic Seminar
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.*	▪ Why does the source's point of view, purpose, historical situation, and audience matter? ▪ What does the source not tell you? ▪ How do the tone and audience of a source affect its value to historians? ▪ How could historians use this information in their analysis of evidence?	Identify the justifications used by James K. Polk when he asked Congress for a declaration of war against Mexico in 1846. Have students explain how the purpose, historical situation, and/or audience might limit the use(s) of this source.	▪ Discussion Groups ▪ Think-Pair-Share ▪ Quickwrite

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Historical Thinking Skill 3: Analyze arguments in primary and secondary sources

Because historians rely on primary and secondary sources to serve as evidence to support their claims, they need to closely analyze these sources. This analysis includes investigating what the source does and does not communicate, determining the argument established by a source, and identifying the evidence the author uses to support that argument.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
3.A *Identify and describe a claim and/or argument in a text-based or non-text-based source.*	▪ What is the author trying to prove in the source?	Ask students to identify Benjamin Franklin's argument in his "Join or Die" political cartoon.	▪ Debriefing
3.B *Identify the evidence used in a source to support an argument.*	▪ What is the source's argument? ▪ What specific examples does the author use to support the argument?	Ask students to identify the justifications that William McKinley presents in his April 11, 1898, message to Congress requesting a declaration of war against Spain.	▪ Critique Reasoning
3.C *Compare the arguments or main ideas of two sources.*	▪ Identify the argument or main idea in each source. ▪ What are the similarities between the arguments or main ideas in each source? ▪ What are the differences between the arguments or main ideas in each source?	Using excerpted transcripts of majority and dissenting opinions, ask students to compare the justices' interpretations of the 14th Amendment in the case *Plessy v. Ferguson* (1896).	▪ Fishbowl
3.D *Explain how claims or evidence support, modify, or refute a source's argument.*	▪ Explain the source's claim. ▪ Explain the evidence presented in the source. ▪ Explain how outside evidence supports the claims in the source. ▪ Explain how outside evidence contradicts the claims in the source.	Ask students to explain the arguments made in the Declaration of Independence. What outside evidence supports and refutes the claims made?	▪ Close Reading

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Historical Thinking Skill 4: Analyze the context of historical events, developments, or processes

Historical events, developments, and processes do not happen in a vacuum. They cannot be understood without proper examination within the relevant context. While students are often taught to focus on comparison, causality, and patterns of continuity and change over time as ways to look at these events, historical context also plays a part. Analyzing historical events using context helps students see the big picture and make the connections they will need to make when developing thoughtful arguments. These skills guide students through the process of contextual analysis.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
4.A *Identify and describe a historical context for a specific historical development or process.*	▪ What events led up to the one being studied? ▪ What else is happening in North America or the world at this time?	The United States acquired lands mainly in the Western Hemisphere. As you move into studying Unit 6, have students relate the various motivations for the acquisition of those lands to broader economic and political developments.	▪ Debriefing ▪ Discussion Groups
4.B *Explain how a specific historical development or process is situated within a broader historical context.*	▪ What does the source tell us about the time in which it was created? ▪ Use historical reasoning to explain how an event relates to a broader process. ▪ How does the relationship affect the event being studied? ▪ Examine the evidence through the lens of another historical event or development. ▪ How can this evidence be used to explain other, related historical events?	Have students examine Washington's Proclamation of Neutrality in the context of the American Revolution and the U.S. Constitution. Extend the discussion to include American foreign policy of the 1790s under Washington. Challenge students to look at events and processes both inside and outside of the United States during this exercise.	▪ Close Reading ▪ Socratic Seminar

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Historical Thinking Skill 5: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes

Analyzing patterns and making connections is the bridge between all of the previous historical thinking skills. This skill pulls everything together and allows students to connect all concepts. Whether they are using sources or their own historical knowledge, students will use the historical reasoning processes to identify and explain patterns and connections between historical events and developments.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
5.A *Identify patterns among or connections between historical developments and processes.*	▪ What historical developments or processes are described in this source? ▪ What are the causes of this development or process? ▪ What are the effects of this development or process? ▪ Where does the development or process fit into a pattern of continuity or change over time? ▪ What are the similarities and differences between this development or process and another? ▪ What does the data in a non-text-based source represent? ▪ What trends and patterns can you identify from non-text-based data?	Have students examine a series of visual sources from the post–War of 1812 time period in order to identify and describe a pattern or connection between the emergent nationalism and single-party politics. Use these sources to assess the validity of the label "Era of Good Feelings." Have students organize their findings on a timeline or graphic organizer (concept web).	▪ Debriefing ▪ Look for a Pattern ▪ Graphic Organizer
5.B *Explain how a historical development or process relates to another historical development or process.*	▪ Which historical developments are illustrated in the historical evidence? ▪ How or why are the causes of this development or process related to another historical development or process? ▪ How or why are the effects of this development or process related to another historical development or process? ▪ How or why does the development or process fit into a pattern of continuity or change over time? ▪ How or why are developments and processes similar and/or different?	Have students write a practice response to a long essay question explaining the extent to which the mobilization for World War II was responsible for social and civil rights movements in the second half of the 20th century. As part of their response, students should explain how World War II mobilization relates to social and civil rights movements, using causation or patterns of continuity and change over time.	▪ Quickwrite ▪ Self/Peer Revision

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Historical Thinking Skill 6: Develop an argument

Writing claims is often the first argumentation skill that students practice, but claims are difficult to develop without prompting. Giving students prompts to work with can help them as they learn this skill. The prompt should establish parameters that force students to take a position, either by choosing one of two presented alternatives or by assessing the extent to which a given proposition or scenario is valid.

In order to develop a historically defensible claim, students need to know what evidence is available to support that claim. They can practice writing claims using just their knowledge as evidence, as they will in the long essay question. They should also write claims using documents, to practice both evidence and sourcing (a few at first, then build quantity as students gain skills and confidence), as they will in the document-based question.

The reasoning processes, discussed in more depth starting on page 236, will help students develop historical reasoning needed to appropriately connect their evidence to their claims.

There is no simple path to teaching students to develop complex arguments. The tasks/questions and the sample activities in the table below can serve as a roadmap. However, students will also need a mastery of the course content, source analysis, a highly developed understanding of historical context, and the ability to make connections between and among events to demonstrate this skill. In short, it is the culminating skill for an AP U.S. History student.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
6.A *Make a historically defensible claim.*	▪ What do you know about the development or processes established in the prompt? ▪ What are your options regarding positions to take? ▪ What historical reasoning process is indicated (or best fits the structure of the essay you plan to write)? ▪ Based on the prompt and the evidence (either provided or from your own knowledge), which position will you take? ▪ State in a few words how you will prove your claim ("because" statement).	Provide students with a practice writing prompt, such as *Evaluate the extent to which Manifest Destiny was motivated by social or economic reasons.* Have students break down the prompt into potential positions (Manifest Destiny was socially motivated or Manifest Destiny was economically motivated, or was motivated by both). Have them identify a historical reasoning process that best fits the essay that they would go on to develop (such as comparison or causation). Ask them to think of evidence that would support all of the identified positions. Then ask them to write a defensible claim that establishes a line of reasoning by stating their chosen position and providing a roadmap for how they are going to prove their claim ("because" statement).	▪ Self/Peer Revision

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Skill	Tasks/Questions	Sample Activity	Instructional Strategies
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.	▪ Brainstorm relevant evidence that relates to the development or process established in the prompt. ▪ Hone your initial list of evidence by describing specific examples that support the argument. ▪ If practicing a document-based question, evaluate the evidence provided. ▪ Determine whether the evidence supports, refutes, or modifies each of the possible positions.	Provide students with three to four documents* that could be used to support the positions outlined in a sample prompt, such as *Evaluate the extent to which Reconstruction produced a radical change in the lives of African Americans.* Ask students to evaluate the evidence using a Venn diagram. They should group the evidence into three categories: evidence that supports the idea that Reconstruction was a radical change, evidence that the change was not as radical, and evidence that could be used to support both positions. For each piece of evidence, have students write a statement explaining how the evidence supports the position(s). *Teachers can use this same activity for long essay question practice by asking students to brainstorm relevant evidence instead of providing documents.	▪ Graphic Organizer
6.C *Use historical reasoning to explain relationships among pieces of historical evidence.*	▪ Which reasoning process(es) is indicated in the prompt? ▪ If comparison is indicated, establish relevant categories in which to compare the evidence. ▪ If causation is indicated, how does the evidence show a pattern of causes and/or effects? ▪ If continuity and change is indicated, identify patterns or developments that indicate it and draw conclusions in support of your claim.	In a practice argumentation essay, have students identify the historical reasoning process indicated in the prompt. Then have them develop and use a graphic organizer (such as a Venn diagram or flow chart) to arrange the evidence in a way that reflects the organizational structure of the historical reasoning process.	▪ Graphic Organizer ▪ Self/Peer Revision ▪ Debate

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Skill	Tasks/Questions	Sample Activity	Instructional Strategies
6.D *Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:*			▪ Create Representations ▪ Graphic Organizer ▪ Think-Pair-Share ▪ Quickwrite ▪ Self/Peer Revision
▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods.	▪ Identify which categorical variables (e.g., economics, social issues, politics, religion) have a significant effect on the development or process. ▪ How does the development or process relate to or how was it affected by the categorical variables you identified? ▪ How is this development or process significantly similar to or different from a related development or process? ▪ Is this development or process a significant result of or a major catalyst for a development or process within or across time periods? ▪ Does this development or process represent a significant change or a continuity over time?	In an essay on the effectiveness of New Deal programs, have students provide evidence to support various categorical variables and explain their impact on the effectiveness of the New Deal programs. Have them rank the categorical variables in order to show most to least importance in terms of effectiveness. In an essay, ask students to make connections between the political reform movements of the 20th century. For example, the Progressive movement of the early 20th century had later iterations (New Deal, Fair Deal, Great Society). How were those later movements similar to or different from the first Progressive movement? In what ways do the later movements show continuity with the original movement? In what ways do they show change?	

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Skill	Tasks/Questions	Sample Activity	Instructional Strategies
▪ Explain the relative historical significance of a source's credibility and limitations.	▪ How or why is the source's point of view, purpose, historical situation, or audience relevant to the argument? ▪ How would this effect the use of the source in developing an argument?	Give students a set of four documents with contradictory perspectives on the debate over preparing the nation for World War I. Ask them to examine each document and weigh the relative historical significance and credibility of each. Then have students establish a position on whether the United States should prepare for war through an evaluation of each source's point of view, purpose, historical situation, or audience.	▪ Create Representations ▪ Graphic Organizer ▪ Think-Pair-Share ▪ Quickwrite ▪ Self/Peer Revision
▪ Explain how or why a historical claim or argument is or is not effective.	▪ Evaluate the historical claim. ▪ How does the evidence support this claim? ▪ What evidence goes against this claim? ▪ What evidence-based counterarguments exist? ▪ Using evidence, refute the counterargument by explaining why it is not as effective.	Using a collection of sources from a released document-based question, ask students to identify the claim of a source and list the evidence presented in a chart. Then ask them to corroborate or refute the claim based on the evidence. Ask them to present disparate, diverse, or contradictory evidence that they glean from the sources. After refuting the claim, ask them why their argument is the most persuasive.	

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Developing the Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent ways in which historians think.

Student responses on the AP Exam should reflect their ability to apply a reasoning process that aligns to the intent of the question. For example, if students are asked to explain how and why European and Native American perspectives of others developed and changed in the period 1450–1607, successful student responses will be organized around the reasoning process of comparison. In many cases, guiding students toward a better alignment between the reasoning process and the task unlocks their understanding and helps them improve their writing.

The table that follows provides suggestions for approaching the reasoning processes in the AP U.S. History course.

Reasoning Process	Key Tasks	Examples	Sample Instructional Strategies
Comparison	**1.i:** Describe similarities and/or differences between different historical developments or processes.	Describe the similarities and differences between the political parties during the Gilded Age. (Topic 6.13)	▪ Debriefing
	1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War. (Topic 5.4)	▪ Graphic Organizer
	1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Compare the relative significance of the major events of the first half of the 20th century in shaping American identity. (Topic 7.15)	▪ Self/Peer Revision

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Reasoning Process	Key Tasks	Examples	Sample Instructional Strategies
Causation	**2.i:** Describe causes and/or effects of a specific historical development or process.	Describe the effects of Lincoln's election. (Topic 5.7)	▪ Close Reading
	2.ii: Explain the relationship between causes and effects of a specific historical development or process.	Explain the causes and effects of slavery in the various British colonial regions. (Topic 2.6)	▪ Graphic Organizer
	2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.	Explain short-term and long-term effects of the Columbian Exchange during the period after 1492. (Topic 1.4)	▪ Discussion Groups
	2.iv: Explain how a relevant context influenced a specific historical development or process.	Explain how British colonial policies regarding North America led to the Revolutionary War. (Topic 3.3)	▪ Quickwrite
	2.v: Explain the relative historical significance of different causes and/or effects.	Explain the relative importance of the various causes of U.S. involvement in World War I. (Topic 7.5)	▪ Socratic Seminar
Continuity and Change	**3.i:** Describe patterns of continuity and/or change over time.	Describe the various factors that contributed to change and continuity in the "New South" from 1877 to 1898. (Topic 6.4)	▪ Think-Pair-Share
	3.ii: Explain patterns of continuity and/or change over time.	Explain how American political, social, and economic life was impacted by the Great Depression and New Deal over time. (Topic 7.10)	▪ Jigsaw
	3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.	Explain the extent to which the events of the period from 1945 to1980 reshaped national identity. (Topic 8.15)	▪ Self/Peer Revision

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AP U.S. HISTORY

Exam Information

Exam Overview

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

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	**Part A: Multiple-choice questions**	**55**	**40%**	**55 minutes**
	Part B: Short-answer questions	**3**	**20%**	**40 minutes**
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one: Question 3: No stimulus Question 4: No stimulus			
II	**Free-response questions**	**2**		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	Students select one: Question 2: Long essay Question 3: Long essay Question 4: Long essay		15%	40 minutes

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The exam assesses content from the eight course themes:
Theme 1: American and National Identity
Theme 2: Work, Exchange, and Technology
Theme 3: Geography and the Environment
Theme 4: Migration and Settlement
Theme 5: Politics and Power
Theme 6: America in the World
Theme 7: American and Regional Culture
Theme 8: Social Structures

The exam weighting for each of the nine units of the course is provided below.

Units	Exam Weighting
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%**

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Section I

PART A: MULTIPLE-CHOICE

The first part of Section I of the AP U.S. History Exam includes 55 multiple-choice questions typically appearing in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps. Additionally, there will be at least one set of paired text-based stimuli (in either the multiple-choice questions or one of the short-answer questions). Multiple-choice questions require analysis of the provided stimulus sources and of the historical developments and processes described in the sources.

PART B: SHORT-ANSWER

The second part of Section I of the AP Exam also includes three required short-answer questions. Short-answer question 1 is required and includes a secondary source stimulus. The topic of the question includes historical developments or processes between the years 1754 and 1980.

Short-answer question 2 is required and includes a primary source stimulus. The topic of the question includes historical developments or processes between the years 1754 and 1980.

Students may select short-answer question 3 or 4, neither of which includes a stimulus. Short-answer question 3 focuses on historical developments or processes between the years 1491 and 1877. Short-answer question 4 focuses on historical developments or processes between the years 1865 and 2001.

Section II

DOCUMENT-BASED QUESTION

The document-based question presents students with seven documents offering various perspectives on a historical development or process. The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

The topic of the document-based question will include historical developments or processes between the years 1754 and 1980.

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LONG ESSAY QUESTION

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Students must select one of three long essay questions. Each question focuses on the same reasoning process, but historical developments and processes in different time periods. The first option focuses on historical developments or processes between 1491 and 1800, the second on historical developments or processes between 1800 and 1898, and the third on historical developments or processes between 1890 and 2001.

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How Student Learning Is Assessed on the AP Exam

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

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

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Task Verbs Used in the Free-Response Questions

The following task verbs are commonly used in the free-response questions:

Compare: Provide a description or explanation of similarities and/or differences.

Describe: Provide the relevant characteristics of a specified topic.

Evaluate: Judge or determine the significance or importance of information, or the quality or accuracy of a claim.

Explain: Provide information about how or why a relationship, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. "Explain how" typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas "explain why" typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.

Identify: Indicate or provide information about a specified topic, without elaboration or explanation.

Support an argument: Provide specific examples and explain how they support a claim.

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Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and the AP U.S. History Exam and serve as examples of the types of questions that appear on the exam. After the sample questions is a table that shows to which skill and learning objective(s) each question relates. The table also provides the answers to the multiple-choice questions.

Section I

PART A: MULTIPLE-CHOICE

Questions 1–4 refer to the following excerpt.

> "May it . . . please your most excellent Majesty, that it may be declared . . . in this present parliament assembled, and by the authority of the same, That the said colonies and plantations in America have been, are, and of right ought to be, subordinate unto, and dependent upon the imperial crown and parliament of Great Britain; . . . and [they] of right ought to have, full power and authority to make laws and statutes of sufficient force and validity to bind the colonies and people of America, subjects of the crown of Great Britain, in all cases whatsoever."
>
> The Declaratory Act, passed by the British Parliament in 1766

1. Which of the following contributed most directly to the enactment of the law in the excerpt?
   (A) The increasing divergence between colonial and British culture in the 1700s
   (B) Debates over how Britain's colonies should bear the cost of the Seven Years' War (French and Indian War)
   (C) The drafting of a declaration of independence for Britain's colonies in North America
   (D) Conflicts between colonists and British army leaders over recognizing Native American sovereignty

2. The actions described in the excerpt most immediately led to
   (A) Parliament strengthening its approach to generating new tax revenue in the North American colonies
   (B) major and sometimes violent conflicts emerging between the various colonial regions
   (C) a colonial convention to call for independence from Britain
   (D) Britain delegating greater authority to colonial assemblies

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3. Which of the following was the American colonists' immediate response to the attempts of the British Parliament to enforce the claims made in the excerpt?
   (A) They acceded to Parliament's authority to regulate colonial commerce.
   (B) They denied the power of the British king over the colonies.
   (C) They sought an alliance with France against Great Britain.
   (D) They initiated boycotts of imported British goods.

4. Debates over the claims of the British Parliament in the excerpt most directly contributed to which of the following later characteristics of the United States government?
   (A) The reservation of some governmental powers for the states
   (B) The enforcement of term limits for the president
   (C) The establishment of taxation power in Congress
   (D) The practice of judicial review by the Supreme Court

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Questions 5–7 refer to the following excerpt.

> "The Erie Canal poured into New York City [wealth] far exceeding that which its early friends predicted. . . . In the city, merchants, bankers, warehousemen, [and] shippers . . . seized the opportunity to perfect and specialize their services, fostering round after round of business innovations that within a decade of the opening of the Erie Canal had made New York by far the best place in America to engage in commerce. . . .
>
> ". . . Even before its economic benefits were realized fully, rival seaports with hopes of tapping interior trade began to imagine dreadful prospects of permanent eclipse. Whatever spirit of mutual good feeling and national welfare once greeted [internal improvements] now disappeared behind desperate efforts in cities . . . to create for themselves a westward connection."
>
> John Lauritz Larson, historian, *Internal Improvement: National Public Works and the Promise of Popular Government in the Early United States*, 2001

5. The excerpt best illustrates which of the following developments?
   (A) The extension of commerce with Native Americans
   (B) The expansion of access to markets
   (C) The growth in the internal slave trade
   (D) The increase in semisubsistence agricultural production

6. Which of the following developments in the early nineteenth century could best be used as evidence to support the argument in the second paragraph of the excerpt?
   (A) The opposition of some political leaders to providing federal funds for public works
   (B) The failure of some infrastructure projects to recover their costs
   (C) The recruitment of immigrant laborers to work on new transportation projects
   (D) The rise of a regional economy based on the production and export of cotton

7. Which of the following later developments had an effect most similar to that described in the excerpt?
   (A) The invention of the mechanical reaper in the 1830s
   (B) The annexation of Texas in the 1840s
   (C) The growth of political party competition in the 1850s
   (D) The completion of the first transcontinental railroad in the 1860s

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Questions 8–10 refer to the following excerpt.

> "The normal condition of all the territory of the United States is that of freedom. That as our Republican fathers, when they had abolished slavery in all our national [western] territory, ordained that 'no person should be deprived of life, liberty or property, without due process of law,' it becomes our duty by legislation, whenever such legislation is necessary, to maintain this provision of the Constitution against all attempts to violate it; and we deny the authority of Congress, of a territorial legislature, or of any individuals, to give legal existence to slavery in any territory of the United States."
>
> Republican Party platform, 1860

8. Which of the following best serves as evidence for the claim that "our Republican fathers . . . had abolished slavery in all our national territory"?
   (A) The ban on the trans-Atlantic slave trade implemented in 1808
   (B) The relationship of George Washington and Thomas Jefferson to slavery
   (C) The provisions of the Northwest Ordinance regarding slavery
   (D) The agreement to count three-fifths of enslaved people for representation in Congress

9. The ideas expressed in the excerpt were most directly influenced by the
   (A) nativist movement
   (B) free-soil movement
   (C) Texas independence movement
   (D) temperance movement

10. Republicans asserted that political leaders could not "give legal existence to slavery in any territory of the United States" in order to express opposition against the
   (A) idea of popular sovereignty exemplified by the Kansas-Nebraska Act
   (B) removal of American Indians from their homelands
   (C) recruitment of laborers for Northern factories
   (D) application of California for statehood

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Questions 11–14 refer to the following image from the 1940s.

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11. The image most directly reflects which of the following developments during the early 1940s?
    (A) The wartime repression of civil liberties
    (B) The emergence of the United States as a world power
    (C) The limited access to consumer goods during wartime
    (D) The wartime mobilization of United States society

12. The image was most likely intended to promote
    (A) popular support for federal civil rights legislation to end discrimination
    (B) the belief that women should have rights equal to those of men
    (C) the movement of women into jobs traditionally held by men
    (D) access to union membership for all workers regardless of race or gender

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13. Production activities like those depicted in the image most directly contributed to
    (A) calls to limit arms and naval destroyers for the major world powers
    (B) critical wartime provisioning for the Allies that led to victory
    (C) efforts to rebuild Western Europe's postwar economy
    (D) concerns about the political influence of the military-industrial complex

14. In the 1950s, the activities of workers such as those depicted in the image would be most challenged by
    (A) a culture of conformity that emphasized domestic ideals for women
    (B) an increased need for dual incomes in suburban middle-class families
    (C) the rise of a second-wave feminist movement in the United States
    (D) the long-term decline of industrial production in the United States

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Questions 15–17 refer to the following excerpt.

> "The oath that I have taken is the same oath that was taken by George Washington and by every President under the Constitution. But I assume the Presidency under extraordinary circumstances never before experienced by Americans. This is an hour of history that troubles our minds and hurts our hearts.
>
> "I am acutely aware that you have not elected me as your President by your ballots, and so I ask you to confirm me as your President with your prayers. . . .
>
> "I believe that truth is the glue that holds government together, not only our Government but civilization itself. That bond, though strained, is unbroken at home and abroad.
>
> "In all my public and private acts as your President, I expect to follow my instincts of openness and candor with full confidence that honesty is always the best policy in the end. My fellow Americans, our long national nightmare is over."
>
> President Gerald Ford, Remarks on Taking the Oath of Office, 1974

15. The remarks in the excerpt were most likely given in response to which of the following?
    (A) Political scandals resulting from the president's illegal campaign activity
    (B) Accusations that the adoption of national wage and price controls constituted socialism
    (C) The growing concern over escalating antiwar protests and the shooting of students at Kent State University
    (D) The discovery that the president had ordered invasions of Cambodia and Laos

16. The "strained" bond referenced in the excerpt most directly reflected which of the following?
    (A) Increased United States involvement in Vietnam
    (B) A declining economy and rising energy prices
    (C) Growing federal support for returning power to states
    (D) Decreasing public trust in the federal government

17. The events discussed in the excerpt led to which of the following political changes?
    (A) Democrats consolidated political support in areas of the South that Republicans had previously dominated.
    (B) Republicans overcame divisions within their party with Ronald Reagan's election as president in 1980.
    (C) Third-party candidates won increasing numbers of electoral college votes in presidential elections.
    (D) Congress announced a bipartisan proposal for a Contract with America to regain voters' trust.

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PART B: SHORT-ANSWER QUESTION WITH SECONDARY SOURCE

The following is an example of short-answer question 1 found on the AP Exam. Note that on the actual AP Exam, students will answer three short-answer questions.

1. "Of all the amusements that bedazzled the single working woman, dancing proved to be her greatest passion. After a long day laboring in a factory or shop, young women dressed themselves in their fanciest finery, put on their dancing shoes, and hurried out to the neighborhood hall, ballroom, or saloon equipped with a dance floor. . . . By the 1910s, over five hundred public dance halls opened their doors each evening throughout greater New York. . . .

   "New ballrooms and dance palaces offered a novel kind of social space for their female patrons, enhancing and legitimizing their participation in a public social life. The commercial culture of the dance halls meshed with that of working-class youth in a symbiotic relationship, reinforcing emergent values and 'modern' attitudes."

   Kathy Peiss, historian, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*, 1986

   "As strikers thronged the public streets of New York City [in 1909], demonstrated in parades and mass meetings, and picketed in front of factories, they challenged established assumptions about the identity and appearance of political actors and access to public space. These working-class, largely immigrant women comprised a subordinated group long denied an active voice in recognized political forums. By occupying the arena of labor politics through a mass strike, they demanded a voice."

   Nan Enstad, historian, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century*, 1999

   Using the excerpts above, answer (a), (b), and (c).

   (A) Briefly describe ONE important difference between Peiss' and Enstad's historical interpretations of women's emergence in the public sphere at the turn of the twentieth century.

   (B) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Peiss' argument.

   (C) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Enstad's argument.

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Section II

The following are examples of the kinds of free-response questions found on the exam. Note that on the actual AP Exam, students will answer one document-based question and will select one of the three long essay questions to answer.

DOCUMENT-BASED QUESTION

1. Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Document 1

Source: Treaty concerning the Cession of the Russian Possessions in North America by his Majesty the Emperor of all the Russias to the United States of America, June 20, 1867.

His Majesty the Emperor of all the Russias agrees to cede to the United States, by this convention, immediately upon the exchange of the ratifications thereof, all the territory and dominion now possessed by his said Majesty on the continent of America and in the adjacent islands, the same being contained within the geographical limits herein set forth. . . .

The inhabitants of the ceded territory, according to their choice . . . may return to Russia within three years; but if they should prefer to remain in the ceded territory, they, with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States, and shall be maintained and protected in the free enjoyment of their liberty, property, and religion. The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country. . . .

In consideration of the cession aforesaid, the United States agree to pay . . . seven million two hundred thousand dollars in gold.

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Document 2

Source: Josiah Strong, *Our Country: Its Possible Future and Its Present Crisis*, 1885.

It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for an hour sure to come in the world's future. Heretofore there has always been in the history of the world a comparatively unoccupied land westward, into which the crowded countries of the East have poured their surplus populations. But the widening waves of migration, which millenniums ago rolled east and west from the valley of the Euphrates, meet today on our Pacific coast. There are no more new worlds. The unoccupied arable lands of the earth are limited, and will soon be taken. The time is coming when the pressure of population on the means of subsistence will be felt here as it is now felt in Europe and Asia. Then will the world enter upon a new stage of its history—*the final competition of races, for which the Anglo-Saxon is being schooled*. . . . Then this race of unequaled energy, with all the majesty of numbers and the might of wealth behind it—the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization—having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth.

Document 3

Source: Captain Alfred Thayer Mahan, *The Interest of America in Sea Power, Present and Future*, 1897.

To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of the link that joins the products and the markets,—that is, the carrying trade; the three together constituting that chain of maritime power to which Great Britain owes her wealth and greatness. Further, is it too much to say that, as two of these links, the shipping and the markets, are exterior to our own borders, the acknowledgment of them carries with it a view of the relations of the United States to the world radically distinct from the simple idea of self-sufficingness? . . . There will dawn the realization of America's unique position, facing the older worlds of the East and West, her shores washed by the oceans which touch the one or the other, but which are common to her alone.

Despite a certain great original superiority conferred by our geographical nearness and immense resources,—due, in other words, to our natural advantages, and not to our intelligent preparations,—the United States is woefully unready, not only in fact but in purpose, to assert in the Caribbean and Central America a weight of influence proportioned to the extent of her interests. We have not the navy, and, what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. We have not, and we are not anxious to provide, the defence of the seaboard which will leave the navy free for its work at sea. We have not, but many other powers have, positions, either within or on the borders of the Caribbean.

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Document 4

Source: *The Boston Globe*, May 28, 1898.

WELL, I HARDLY KNOW WHICH TO TAKE FIRST!

Courtesy of the Library of Congress #LC-USZ62–91465

Document 5

Source: John Hay, United States Secretary of State, The Second Open Door Note, July 3, 1900.

To the Representatives of the United States at Berlin, London, Paris, Rome, St. Petersburg, and Tokyo Washington, July 3, 1900

In this critical posture of affairs in China it is deemed appropriate to define the attitude of the United States as far as present circumstances permit this to be done. We adhere to the policy . . . of peace with the Chinese nation, of furtherance of lawful commerce, and of protection of lives and property of our citizens by all means guaranteed under extraterritorial treaty rights and by the law of nations. . . . We regard the condition at Pekin[g] as one of virtual anarchy. . . . The purpose of the President is . . . to act concurrently with the other powers; first, in opening up communication with Pekin[g] and rescuing the American officials, missionaries, and other Americans who are in danger; secondly, in affording all possible protection everywhere in China to American life and property; thirdly, in guarding and protecting all legitimate American interests; and fourthly, in aiding to prevent a spread of the disorders to the other provinces of the Empire and a recurrence of such disasters. . . . The policy of the Government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire.

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Document 6

Source: *Puck*, a satirical magazine, November 20, 1901.

It's "Up To" Them.
Uncle Sam (to Filipinos.)—You can take your choice;—I have plenty of both !

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Document 7

Source: President Theodore Roosevelt, Fourth Annual Message to Congress, December 6, 1904.

There are kinds of peace which are highly undesirable, which are in the long run as destructive as any war. Tyrants and oppressors have many times made a wilderness and called it peace. Many times peoples who were slothful or timid or shortsighted, who had been enervated by ease or by luxury, or misled by false teachings, have shrunk in unmanly fashion from doing duty that was stern and that needed self-sacrifice, and have sought to hide from their own minds their shortcomings, their ignoble motives, by calling them love of peace. . . .

It is our duty to remember that a nation has no more right to do injustice to another nation, strong or weak, than an individual has to do injustice to another individual; that the same moral law applies in one case as in the other. But we must also remember that it is as much the duty of the Nation to guard its own rights and its own interests as it is the duty of the individual so to do. . . .

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and . . . the exercise of an international police power.

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LONG ESSAY QUESTION

The following is an example of a long essay question. Free-response questions 2, 3, and 4 in Section II of the AP Exam are long essay questions, and students will select one question of the three to answer.

2. Evaluate the extent to which the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Skill	Learning Objective
1	B	1.B	Unit 3: Learning Objective B
2	A	1.A	Unit 3: Learning Objective C
3	D	1.A	Unit 3: Learning Objective C
4	C	5.B	Unit 3: Learning Objective J
5	B	4.A	Unit 4: Learning Objective E
6	A	3.D	Unit 4: Learning Objective C
7	D	5.A	Unit 6: Learning Objective B
8	C	3.D	Unit 3: Learning Objective H
9	B	4.A	Unit 5: Learning Objective F
10	A	1.B	Unit 5: Learning Objective G
11	D	4.A	Unit 7: Learning Objective L
12	C	2.A	Unit 7: Learning Objective L
13	B	1.A	Unit 7: Learning Objective M
14	A	5.B	Unit 8: Learning Objective F
15	A	2.A	Unit 8: Learning Objective J
16	D	4.A	Unit 8: Learning Objective J
17	B	5.B	Unit 9: Learning Objective B

Short-Answer Question	Skill	Learning Objective
1	3.C, 3.D	Unit 6: Learning Objective I Unit 7: Learning Objective G

Free-Response Question	Question Type	Skill	Thematic Focus	Learning Objective
1	Document-based	1.B, 2.B, 2.C, 3.C, 3.D, 4.A, 6.A, 6.B, 6.D	WOR	Unit 7: Learning Objectives B, C, O
2	Long essay	4.A, 6.A, 6.B, 6.C, 6.D	PCE	Unit 3: Learning Objectives J, H, L, P

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the AP U.S. History Exam Page on AP Central.

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AP History Rubrics

Introductory notes:

- Except where otherwise noted, each point of the rubric is earned independently. For instance, a student could earn a point for evidence beyond the documents without earning a point for thesis/claim.
- Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, a response may contain errors that do not detract from its overall quality, as long as the historical content used to advance the argument is accurate.
- Clarity: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and reasoning processes described in the rubrics.

AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM **(0–1 pt)**	**1 pt.** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	*To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*
B. CONTEXTUALIZATION **(0–1 pt)**	**1 pt.** Describes a broader historical context relevant to the prompt.	*To earn this point, the response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the prompt that are relevant to the topic. This point is not awarded for merely a phrase or reference.*

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Reporting Category	Scoring Criteria	Decision Rules
C. EVIDENCE **(0–3 pts)**	**Evidence From the Documents** **1 pt.** Uses the content of at least **three** documents to address the **topic** of the prompt. **OR** **2 pts.** Supports an **argument** in response to the prompt using at least **four** documents.	*To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.* *To earn two points, the response must accurately describe — rather than simply quote — the content from at least four documents. In addition, the response must use the content of the four documents to support an argument in response to the prompt.*
	Evidence Beyond the Documents **1 pt.** Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument in response to the prompt.	*To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.*

continued on next page

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Reporting Category	Scoring Criteria	Decision Rules
D. ANALYSIS AND REASONING (0–2 pts)	**1 pt.** For at least **two** documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	*To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the two documents sourced.*
	1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.	*A response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:* ▪ *Explaining multiple themes or perspectives to explore complexity or nuance; OR* ▪ *Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR* ▪ *Explaining both cause and effect, both similarity and difference, or both continuity and change; OR* ▪ *Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.* *A response may demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:* ▪ *Effectively using **seven** documents to support an argument that responds to the prompt; OR* ▪ *Explaining how the point of view, purpose, historical situation, and/or audience of at least **four** documents supports an argument that responds to the prompt; OR* ▪ *Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.* *This complex understanding must be part of the argument and may be demonstrated in any part of the response.* *While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.*

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AP History Long Essay Question Rubric

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM **(0–1 pt)**	**1 pt.** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	*To earn this point, the thesis must make a claim that responds to the prompt, rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*
B. CONTEXTUALIZATION **(0–1 pt)**	**1 pt.** Describes a broader historical context relevant to the prompt.	*To earn this point, the response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the prompt that are relevant to the topic. This point is not awarded for merely a phrase or a reference.*
C. EVIDENCE **(0–2 pts)**	**1 pt.** Provides specific examples of at least **two** pieces of evidence relevant to the topic of the prompt. **OR** **2 pts.** **Supports an argument** in response to the prompt using at least **two** pieces of specific and relevant evidence.	*To earn one point, the response must identify specific historical examples relevant to the topic of the prompt.* *To earn two points the response must use specific historical evidence to support an argument in response to the prompt.*

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Reporting Category	Scoring Criteria		Decision Rules
D. ANALYSIS AND REASONING **(0–2 pts)**	**1 pt.** Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	**OR 2 pts.** Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.	*To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.* *To earn the second point, the response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:* ▪ *Explaining multiple themes or perspectives to explore complexity or nuance; OR* ▪ *Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR* ▪ *Explaining both cause and effect, both similarity and difference, or both continuity and change; OR* ▪ *Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.* *A response may demonstrate a complex or nuanced understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:* ▪ *Explaining how multiple pieces of specific and relevant evidence (at least **four**) support a nuanced or complex argument that responds to the prompt; OR* ▪ *Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.* *This complex understanding must be part of the argument and may be demonstrated in any part of the response.* *While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.*

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Scoring Guidelines

Part B: Short-Answer Question with Secondary Source

1. "Of all the amusements that bedazzled the single working woman, dancing proved to be her greatest passion. After a long day laboring in a factory or shop, young women dressed themselves in their fanciest finery, put on their dancing shoes, and hurried out to the neighborhood hall, ballroom, or saloon equipped with a dance floor. . . . By the 1910s, over five hundred public dance halls opened their doors each evening throughout greater New York. . . .

   "New ballrooms and dance palaces offered a novel kind of social space for their female patrons, enhancing and legitimizing their participation in a public social life. The commercial culture of the dance halls meshed with that of working-class youth in a symbiotic relationship, reinforcing emergent values and 'modern' attitudes."

   Kathy Peiss, historian, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*, 1986

   "As strikers thronged the public streets of New York City [in 1909], demonstrated in parades and mass meetings, and picketed in front of factories, they challenged established assumptions about the identity and appearance of political actors and access to public space. These working-class, largely immigrant women comprised a subordinated group long denied an active voice in recognized political forums. By occupying the arena of labor politics through a mass strike, they demanded a voice."

   Nan Enstad, historian, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century*, 1999

   Using the excerpts above, answer (a), (b), and (c).

   (A) Briefly describe ONE important difference between Peiss' and Enstad's historical interpretations of women's emergence in the public sphere at the turn of the twentieth century.

   (B) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Peiss' argument.

   (C) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Enstad's argument

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General Scoring Notes

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

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Scoring Guidelines for Part B: Short-Answer Question with Secondary Source — 3 points

(A) Describe one important difference between Peiss's and Enstad's historical interpretations of women's emergence in the public sphere at the turn of the twentieth century. — **1 point**

Examples that earn this point include the following:

- Peiss argues that pursuits of entertainment in dance halls by working class women created new, legitimate social spaces for women, however Enstand argues that working women's participation in labor politics gave them a new voice and place in the public sphere.
- Peiss links the growth of women in public social life to a commercial culture that provided opportunities for women to enter the public sphere while Enstand argues that women became political actors who demanded a public voice.

(B) Explain how one historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Peiss's argument. — **1 point**

Examples that earn this point include the following:

- Like the dance halls, department stores and amusement parks became aspects of the commercial culture that represented new opportunities for women to enjoy public places as legitimate participants.
- The concept of the New Woman became a cultural phenomenon, as the older idea of separate spheres diminished. The idea of the New Woman supported a more public role for women in the early 1900s.
- The growth of cities and urban America gave young women more opportunities to leave rural America and participate in the developments described by Peiss.
- New technologies such as electric lighting made possible new public spaces for personal freedom for women.

(C) Explain how one specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Enstad's argument. — **1 point**

Examples that earn this point include the following:

- Women's participation in the suffrage movement, settlement house work, temperance organizing, and the Progressive movement all contributed to modern attitudes about women and increased their roles in the public sphere.
- The ratification of the Nineteenth Amendment to the Constitution gave women the vote and a voice in politics.
- Women were the main participants in the New York shirtwaist strike of 1909. During this strike women made public demands like those described by Enstad.
- Women organized or participated in labor unions such as the International Ladies' Garment Workers' Union (ILGWU) which is an example of their growing voice in the public sphere.
- Working-class women had key public roles in the successful Lawrence (Massachusetts) textile strike of 1912, this demonstrates that women became active political voices through labor movements.

Total for Part B (Question 1) — **3 points**

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Document-Based Question

1. Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
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The inhabitants of the ceded territory, according to their choice . . . may return to Russia within three years; but if they should prefer to remain in the ceded territory, they, with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States, and shall be maintained and protected in the free enjoyment of their liberty, property, and religion. The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country. . . .

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Despite a certain great original superiority conferred by our geographical nearness and immense resources,—due, in other words, to our natural advantages, and not to our intelligent preparations,—the United States is woefully unready, not only in fact but in purpose, to assert in the Caribbean and Central America a weight of influence proportioned to the extent of her interests. We have not the navy, and, what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. We have not, and we are not anxious to provide, the defence of the seaboard which will leave the navy free for its work at sea. We have not, but many other powers have, positions, either within or on the borders of the Caribbean.

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Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

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Scoring Guidelines for Document-Based Question — 7 points

Reporting Category	Scoring Criteria	
Row A **Thesis/Claim** **(0–1 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized.	**Responses that earn this point:** • Provide a historically defensible thesis or claim about the causes of the expanding role of the United States in the world in the period from 1865 to 1910. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: **Do not focus on the topic of the prompt** • *"American imperialism contributed to calls for isolationist policies after World War I."* **Provide a historically defensible claim, but do not establish a line of reasoning** • *"The United States gained a lot of territory during this period."* **Provide a restatement of the prompt** • *"Different causes and events had a major importance in expanding the role of the US in the world."*	**Examples that earn this point:** **Establish a line of reasoning with analytic categories** • *"In expanding its role in the world, the United States sought economic opportunity through international business relationships, political opportunity to police the world, and they sought to cultivate other societies to better spread the American culture."* • *"The country was doing this for a few reasons, such as expanding its territory (manifest destiny or imperialism), preserving its national interests such as trading with China, and helping other nations."* **Establish a line of reasoning that evaluates the topic of the prompt with analytic categories** • *"This change in foreign policy was caused by the need for new markets to expand the US economy and by imperialist sentiment. However, the most important cause of this change in the US's role can be attributed to nationalist and Darwinist sentiment because it was driven emotionally, and therefore was a stronger motive."* • *"While some historians may argue that the US desire to expand its role in the world was due to the fact that the US felt it was its duty to civilize nations and act as a global police, the most important reason for America expanding its role in the world can be attributed to its competition with Europe over global influence, its desire to expand its economy through trading opportunities, and the US ideal of manifest destiny."* **Establish a line of reasoning** • *"From 1865 to 1910 the United States expanded its role in the world because of the belief in manifest destiny."* (Minimally acceptable thesis/claim)
	Additional Notes: • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="6">Row B
Contextualization
(0–1 points)</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Describes a broader historical context relevant to the prompt.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn this point:
Provide an overgeneralized statement about the time period referenced in the prompt.
Provide context that is not relevant to the prompt.
Provide a passing phrase or reference.</td><td>Responses that earn this point:
Accurately describe a context relevant to the causes of the expanding role of the United States in the world in the period from 1865 to 1910.</td></tr>
<tr><td>Examples that do not earn this point:
Do not provide context relevant to the topic of the prompt
“The Civil War brought little meaningful change to the South as sharecropping replaced slavery.”
Provide a passing phrase or reference
“Industrialism happened”</td><td>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:
The impact of the Civil War on the United States’ role in the world
International competition to establish colonies and maintain empires from 1865 to 1910
Increasing United States industrialization and desire to develop new markets for goods
The closing of the frontier in 1890
Increasing international immigration
US trade with Asia
Examples of acceptable contextualization:
“In the time period after the Civil War, Europe was growing its colonial empires in Africa and Asia, and the fight for influence and money ensued between the most powerful nations. The United States sought to keep up with Europe and expand its sphere of influence.”
“After the California Gold Rush, US trade and contact with Asia increased.” (Minimally acceptable contextualization)</td></tr>
<tr><td colspan="2">Additional Notes:
The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.
To earn this point, the context provided must be more than a phrase or reference.</td></tr>
</table>

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Reporting Category	Scoring Criteria		
Row C **Evidence** **(0–3 points)**	**Evidence from the Documents**		
	0 points Does not meet the criteria for one point.	**1 point** Uses the content of at least **three** documents to address the **topic** of the prompt.	**2 points** Supports an **argument** in response to the prompt using at least **four** documents
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Use evidence from less than three of the documents • Misinterpret the content of the document • Quote, without an accompanying description, of the content of the documents • Address documents collectively rather than considering separately the content of each document	**Responses that earn 1 point:** • Accurately describe—rather than simply quote—the content from at least three of the documents to address the causes of the expanding role of the United States in the world from 1865 to 1910.	**Responses that earn 2 points:** • Support an argument in response to the prompt by accurately using the content of at least four documents.
		Examples of describing the content of a document: **Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument** • (Document 6): *"The image depicts Uncle Sam offering potential colonies the choice between choosing education or war."* • (Document 2): *"The document demonstrates how many American believed their religion to be superior and had pride in their racial heritage."*	**Examples of supporting an argument using the content of a document:** • (Document 2): *"However, social causes were also a factor in the practice of American imperialism. This was seen through the application of Social Darwinism to a global scale. Many felt that Anglo-Saxons were a more fit race than any to expand, and Christianize and civilize the rest of the world (Doc 2)." (Uses evidence from the document to support an argument about a social cause of American imperialism)* • (Document 3): *"Mahan argues that the United States needs a stronger navy to support its growing economy and maintain its power. Having a strong navy meant gaining bases for it around the world." (Uses evidence from the document to support an argument about economic and military causes for American imperialism)*
	Additional Notes: • To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="5">Row C
(continued)</td><td colspan="2">Evidence beyond the Documents:</td></tr>
<tr><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument in response to the prompt.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn this point:
Provide evidence that is not relevant to an argument about the prompt.
Provide evidence that is outside the time period or region specified in the prompt.
Repeat information that is specified in the prompt or in any of the documents.
Provide a passing phrase or reference.</td><td>Responses that earn 1 point:
Must use at least one specific piece of historical evidence relevant to an argument about the expanding role of the United States in the world in the period from 1865 to 1910.</td></tr>
<tr><td></td><td>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:
The Spanish-American War
The Filipino-American War
Manifest Destiny
The Annexation of Hawaii
Social Darwinism
William Seward
Mexican Revolution
Missionary Work
Panama Canal
Theodore Roosevelt/Big Stick Diplomacy
Roosevelt Corollary to the Monroe Doctrine
Dollar Diplomacy
Chinese Exclusion Act
Anti-Imperialist League; Peace Movement
Insular Cases
Yellow Journalism</td></tr>
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Reporting Category	Scoring Criteria	
Row C *(continued)*		**Examples of evidence beyond the documents relevant to an argument about the prompt:** • *"Newspapers had risen in popularity among the public, a majority of whom could read, and many companies competed to attract the public's attention. Yellow journalism created outrageous attitudes with dramatized accounts of Spanish mistreatment of the Cubans, which motivated Americans to support a military intervention."* *(Uses a piece of evidence beyond the documents to make a connection to an argument about the prompt)*
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

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Reporting Category	Scoring Criteria	
Row D **Analysis and Reasoning** **(0–2 points)**	**Sourcing**	
	0 points Does not meet the criteria for one point.	**1 point** For at least **two** documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Explain sourcing for fewer than two of the documents. • Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. • Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience.	**Responses that earn this point:** • Must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced.
	Examples that do not earn this point: **Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument** • *"In document 1, the audience is the United States government."* **Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience** • *"The purpose of this document was to tell America why Russia was ceding its territory and giving permission."*	**Example of acceptable explanation of the relevance of the author's point of view:** • (Document 4): *"The point of view of the artist is actually critical of America's policy of imperialism, seeing it as a sign of America's ego in its superiority and greed." (Connects the point of view of the document relevant to an argument about the ideological and economic causes of American imperialism)* **Example of acceptable explanation of the relevance of the author's purpose** • (Document 6): *"Puck, being a satire magazine, likely published this cartoon with the purpose of showing the hypocritical nature of the Spanish-American War; it was fought to liberate Cuba, but it ended with the oppression of the Philippines." (Connects the purpose of this document of the document relevant to an argument about the ideological causes of the Spanish-American War)* **Example of acceptable explanation of the relevance of the historical situation of a source:** • (Document 4): *"The cartoon is best understood in the context of the Spanish American War. The Spanish gave up its claims to Cuba and the Philippines, leaving the territory open for the US to take advantage of." (Connects the historical situation of the document relevant to an argument about the increased possibilities for the United States to exert international influence during the period)* **Example of acceptable explanation of the relevance of the audience:** • (Document 5): *"As a presidential address to Congress, document 7 likely offers a picture of what Theodore Roosevelt believed to be the most convincing reasons for the United States to grow its standing in the world." (Connects the audience of the document relevant to an argument that addresses the political justifications for increasing United States participation in the world)*

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Reporting Category	Scoring Criteria	
Row D *(continued)*	**Complexity**	
	0 points Does not meet the criteria for one point.	**1 point** Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: • Effectively using **seven** documents to support an argument that responds to the prompt; OR • Explaining how the point of view, purpose, historical situation, and/or audience of at least **four** documents supports an argument that responds to the prompt; OR • Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
		Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: • Exploring different ways (e.g., via trade, via annexation) in which the role of the United States in the world expanded *(Explains nuance)* • Explaining both similarities and differences in the United States role in different parts of the world *(Explains similarities and differences)* • Connecting to other time periods, such as efforts to establish United States international standing in the late 18th and early 19th centuries *(Explains relevant and insightful connections)* • Confirming the validity of the response's argument by explaining how different documents corroborate the argument in spite of differing perspectives among the authors *(Explains relevant and insightful connections)* • Explaining how the interplay between markets, technology and politics led to increased American attempts to increase trade in Asia and build the Panama Canal to transport goods *(Explains multiple causes or effects)* • Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time *(Qualifies or modifies an argument by considering diverse or alternative views or evidence)*

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Reporting Category	Scoring Criteria
	Additional Notes: • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. • To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.

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Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Treaty concerning Russian possessions, 1867	• Russia cedes territory in North America to the United States for $7.2 million in gold • Russians in the territory may return to Russia; Native Americans must remain and be subject to United States laws	• United States efforts to acquire Alaska and to remove the presence of foreign powers in North America continued long-standing policies of western expansion across the continent. (situation) • Foreign nations viewed the United States as a more important international power as a result of the treaty. (audience)
2. Strong, Our Country, 1885	• Argues that, with the reduced amount of unoccupied territory in the world, races will soon compete for land • Thinks "Anglo-Saxon" religion and culture have particular merit, and therefore they deserve to control more land	• Advocates of United States imperialism promoted ideas about racial competition and "Anglo-Saxon" superiority. (point of view). • Many Americans perceived themselves to be in competition with other countries around the world for the acquisition of colonial possessions. (situation) • Strong sought to impress on American leaders the need to acquire more land and resources. (purpose)
3. Mahan, Interest of America in Sea Power, 1897	• Claims that Britain's power and influence has been derived by its ability to support its international trade with a powerful navy • Argues United States does not have sufficient naval power to assert its interest in the Caribbean or Central America, nor to protect its own seaboards	• European endeavors in Latin America and in the Far East increased the need for the United States to extend its reach into the region to protect its growing economic interests. (situation) • Some military leaders advocated for the strengthening of domestic fortification and the enlargement of the navy to extend America's influence abroad. (point of view) • Mahan attempted to influence United States political leaders to enlarge the United States Navy to extend its reach into Central America and the Far East. (purpose)
4. Boston Globe cartoon, "Hardly Know Which to Take First," 1898	• Cartoon depicting President William McKinley as a waiter, offering Uncle Sam a menu of territories • Uncle Sam is unsure which to capture first	• The United States engages with Spain in the Spanish-American War over control of islands in Spanish possession. (situation) • The cartoonist portrayed McKinley as serving the interests of the United States imperialists by acquiring these lands in the Far East and Caribbean regions. (point of view)
5. Hay, Second Open Door Note, 1900	• Asserts that the United States seeks to achieve peace in China, preserve an independent China, protect all nations' rights there, and ensure free trade there	• The Boxer Rebellion was in progress with anti-Western attacks by Chinese on foreign delegations and missionaries in China. This note was an attempt to respond to these attacks and to protect United States economic interests. (situation) • The United States had not been issued equal trade access, as had other European powers (through so called "spheres of influence"), from the Chinese authorities. This was an attempt to assert the United States' equal right to the markets of China. (situation) • The Note advocated that the United States intervene into the affairs of China in collaboration with the other European powers to put down the Boxer Rebellion. (purpose)

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Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
6. *Puck* cartoon, "It's 'Up to' Them," 1901	• Cartoon depicting Uncle Sam offering both soldiers and school teachers to Filipinos. • Suggests United States was willing to use both military force and educational uplift to gain power abroad	• The United States sought to project power overseas by retaining the Philippines as a colony, provoking a Filipino independence movement and insurgency against United States occupation. (situation) • The cartoonist depicted Uncle Sam as an imperialist giving Filipinos a choice between either military conflict or education. (point of view)
7. Theodore Roosevelt, Fourth Annual Message, 1904	• Argues that those who oppose necessary actions in foreign lands are timid and unmanly • Argues that sometimes peace results from engaging in necessary conflict • Argues nations must act to protect their rights and interest • Argues the United States simply wants stability in the Western Hemisphere; countries that behave well will not face United States interference, but those that behave poorly may require United States intervention	• The United States had previously engaged in direct intervention both with military and diplomatic force in numerous parts of Latin America (such as Venezuela, Panama, and elsewhere) for economic and diplomatic reasons and for future endeavors. (situation) • Imperialists advocated for the expansion of United States influence in Latin America to protect United States interests from internal instability and foreign threats. (point of view)

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Long Essay Question

2. Evaluate the extent to which the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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Long Essay Question, Ratification of the Constitution and Federal Government — 6 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800.

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Scoring Guidelines for Long Essay Question — 6 points

Reporting Category	Scoring Criteria	
Row A **Thesis/Claim** **(0–1 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized.	**Responses that earn this point:** • Provide a historically defensible thesis or claim about how the ratification of the United States Constitution fostered change in the function of the government in the period from 1776 to 1800. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: **Provide a historically defensible claim, but do not establish a line of reasoning** • *"The Constitutional Convention was in 1787."* **Provide a restatement of the prompt** • *"The ratification of the Constitution transformed the national government."* **Do not focus on the topic of the prompt** • *"The national government changed socially, politically and economically."*	**Examples that earn this point:** **Establish a line of reasoning that evaluates the topic of the prompt with analytic categories** • *"The ratification of the Constitution dramatically changed the function of the federal government by significantly increasing the scope and the distribution of its power. Despite this significant change in the scope and distribution of political power, a considerable amount of authority remained with the states after ratification."* **Establish a line of reasoning** • *"The ratification of the Constitution transformed the national government from a confederation of states into a more centralized government."* *(Minimally acceptable thesis/claim)*
	Additional Notes: • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="5">Row B
Contextualization
(0–1 points)</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Describes a broader historical context relevant to the prompt.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn this point:
Provide an overgeneralized statement about the time period referenced in the prompt.
Provide context that is not relevant to the prompt.
Provide a passing phrase or reference.</td><td>Responses that earn this point:
Accurately describe a context relevant to how the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800.</td></tr>
<tr><td>Examples that do not earn this point:
Do not provide context relevant to the topic of the prompt
“Many Americans migrated to the West in the 1780s and 1790s.”</td><td>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:
The American experience under British government rule
The United States government under the Articles of Confederation
Economic instability of the 1780s and 1790s
The international crises of the 1790s, such as the French Revolution
Example of acceptable contextualization:
“In the leadup to the American Revolution, the British government passed a variety of taxes on the American colonies without the colonists’ consent. This led to many protests and widespread distrust in powerful central governments.”
“Under the Articles of Confederation, the national government did not have the power to tax.” (Minimally acceptable contextualization)</td></tr>
<tr><td colspan="2">Additional Notes:
The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.
To earn this point, the context provided must be more than a phrase or reference.</td></tr>
</table>

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Reporting Category	Scoring Criteria		
Row C **Evidence** **(0–2 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Provides specific examples of at least **two** pieces of evidence relevant to the **topic** of the prompt.	**2 points** **Supports an argument** in response to the prompt using at least **two** pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Identify a single piece of evidence. • Provide evidence that is not relevant to the topic of the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt.	**Responses that earn 1 point:** • Identify at least two specific historical examples relevant to ratification of the United States Constitution from 1776 to 1800.	**Responses that earn 2 points:** • Use at least two specific historical examples to support an argument regarding how the ratification of the United States Constitution fostered change in the function of the federal government from 1776 to 1800.
	Examples that do not earn points: **Provide evidence that is not relevant to the topic of the prompt** • *"The 13th Amendment is an example of the increase in the power of the federal government because it abolished slavery."*	**Examples of evidence that are specific and relevant include the following (two examples required):** • Anti-Federalists' role in the ratification debate • Federalists' role in the ratification debate • The role of the Federalist papers in shaping the republic • Alexander Hamilton's role in shaping the republic • John Jay's role in shaping the republic • Thomas Jefferson's role in shaping the republic • James Monroe's role in shaping the republic • The passage of the Northwest Ordinance under the Articles of Confederation • The influence of Shays' Rebellion on the framers of the Constitution • George Washington's role in shaping the republic • The resistance to federal power that occurred during the Whiskey Rebellion **Example of a statement that earns one point for evidence:** • *"John Jay and Alexander Hamilton wrote many of the Federalist papers."*	**Examples that successfully support an argument with evidence:** • *"Alexander Hamilton's arguments in the Federalist papers were a key factor in the ratification of the Constitution and helped justify new and expanded functions of the federal government."* *(Uses evidence to support an argument about the causes for growing federal power)* • *"The concerns of the Anti-Federalists during the ratification debates led to the addition of the Bill of Rights. The addition of the Bill of Rights actually changed the role of the federal government by explicitly making federal authority a significant guarantor of individual rights."* *(Uses evidence to support an argument about a change in federal authority)* • *"The suppression of the Whiskey Rebellion is an example of the increased power and authority of the federal government after ratification to collect taxes and maintain domestic order."* *(Uses evidence to support an argument about the increased authority of the government after ratification)*
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, using the whiskey tax as evidence of a change in the government's economic function and the proclamation of neutrality as evidence of change in the government's diplomatic function.)		

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Reporting Category	Scoring Criteria		
Row D **Analysis and Reasoning** **(0–2 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Uses historical reasoning (e.g. comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	**2 points** Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • May include evidence but offer no reasoning to connect the evidence to an argument. • May assert the use of historical reasoning but does not use it to frame or structure an argument.	**Responses that earn 1 point:** • Must demonstrate the use of historical reasoning to frame or structure an argument on how the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	**Responses that earn 2 points:** May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: • Explaining how multiple pieces of specific and relevant evidence (at least **four**) support a nuanced or complex argument that responds to the prompt; OR • Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.

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Reporting Category	Scoring Criteria		
Row D ***(continued)***	**Examples that do not earn points:** **Provide evidence but offer no reasoning to connect the evidence to an argument** • *"The United States constitution, largely written by James Madison, describes the Senate and House of Representatives in article one."*	**Using a historical reasoning process to frame or structure an argument could include:** • Explaining changes in the United States national government from the period under the Articles of Confederation to the period under the Constitution. • Discussing continuities in United States national government-such as its relatively modest power-from the period under the Articles of Confederation to the period under the Constitution. **Example of acceptable use of historical reasoning:** • *"The United States national government changed after the ratification of the Constitution by assuming new functions and responsibilities for new issues, such as maintaining a national army." (Indicates a change as a result of the Constitution.)*	**Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:** • Assessing both Federalist arguments in favor of the Constitution and Anti-Federalist arguments against it *(Explains nuance)* • Explaining both continuities in government before and after the Constitution (such as many of the same leaders, the same context of economic crisis) and changes (such as the expansion of federal authority over taxes and economy). *(Explains both continuity and change)* • Making comparisons with the way that the functions of the federal government changed during the New Deal. *(Explains relevant and insightful connections)* • Arguing convincingly that the ratification of the Constitution did not significantly change social structures in the United States, or that it reinforced the power of the elite. *(Qualifies an argument by considering diverse or alternative views or evidence)* • Corroborating an argument about increased federal power with economic evidence (e.g. taxation), social evidence (e.g. regulation of slavery in the territories), and evidence regarding America's role in the world (e.g. Quasi-War). *(Uses evidence to demonstrate a sophisticated understanding of different perspectives relevant to the prompt)*
	Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

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AP U.S. HISTORY

Appendix

AP U.S. HISTORY

Appendix: AP U.S. History Concept Outline

A concept outline for AP U.S. History, which presents the course content organized by key concept, can be found online.

The coding that appears throughout the unit guides in this course and exam description corresponds to the organization of course content found in this outline.

Teachers who would like to print and add a copy of the outline to their course and exam description binder can find the **AP U.S. History Concept Outline** on AP Central.

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