

Course Description

The Advanced Placement United States History course aims to equip students with the critical thinking and analytical skills necessary to thoughtfully engage with events, documents, and actions throughout U.S. History. The course expectations and requirements are equivalent to a full-year college-level course.

Success in the AP U.S. History course requires mastery of these skills:

Historical Thinking Skills	
Development and Processes	Identify and explain historical developments and processes.
Sourcing and Situation	Analyze sourcing and situation of primary and secondary sources.
Claims and Evidence in Sources	Analyze arguments in primary and secondary sources.
Contextualization	Analyze the context of historical events, developments, and processes.
Making Connections	Using historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections between and among historical developments and processes.
Argumentation	Develop an argument.

The themes of AP U.S. History are the foundation of the course. These broad concepts and ideas enable students to identify and create connections between time periods, events, people, and more. Considering the themes in multiple contexts allows students to develop their understanding and skills on a deeper level.

Theme of AP U.S. History	
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.
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.
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.
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.
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.
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.
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.
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.

Course Overview

The AP U.S. History course structure is organized in a chronological sequence that recognizes historical analysis can be approached in different ways. Within each unit are topics that allow students to explore the required course content in a variety of ways, including through a thematic focus that creates overlap between some periods.

Unit	Time Period	Weight on Exam
Unit 1	Period 1: 1491-1607	4-6%
Unit 2	Period 2: 1607-1754	6-8%
Unit 3	Period 3: 1754-1800	10-17%
Unit 4	Period 4: 1800-1848	10-17%
Unit 5	Period 5: 1844-1877	10-17%
Unit 6	Period 6: 1865-1898	10-17%
Unit 7	Period 7: 1890-1945	10-17%
Unit 8	Period 8: 1945-1980	10-17%
Unit 9	Period 9: 1980-Present	4-6%

Curricular Requirement	Description	Page(s)
CR1	The teacher and students have access to a college-level US history textbook, diverse primary sources, and multiple secondary sources written by historian or scholars interpreting the past.	3
CR2	The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).	4, 5, 7, 9, 10, 12, 14, 16, 17

CR3	The course provides opportunities to develop student understanding of the course themes.	3, 6, 8, 11, 14, 15, 16, 18
CR4	The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes.	8
CR5	The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation.	8, 14
CR6	The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources.	5, 6
CR7	The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization.	9
CR8	The course provides opportunities for students to develop Historical Thinking Skill 5: Making Connections through the application of the three historical reasoning processes (comparison, causation, continuity and change).	6, 9, 16
CR9	The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation.	11, 12

Each topic will be explored by students reading the corresponding chapters in the primary textbook:

- Edwards, R., Hinderaker, E., Self, R. O., & Henretta, J. A. (2021). *Henretta's America's history: For the AP course* (10th ed.). Bedford, Freeman & Worth. **CR1**

To develop a deeper understanding of the topics, students will interact with various primary, secondary, and scholarly sources. These articles, documents, images, maps, and quantitative sources will be accessed in the textbook as well as supplemental online resources including but not limited to:

- The College Board AP Classroom
- The Gilder Lehrman Institute of American History: AP U.S. History Study Guide
- The American YAWP
- Bill of Rights Institute
- National Constitutional Center Interactive Constitution
- Digital Inquiry Group

Throughout the AP U.S. History course various instructional strategies and techniques will be utilized including:

- OPVL – a technique for analyzing historical or scholarly documents
 - Students will identify the Origin, Purpose, Value, and Limitations of documents through guided questions and discussion.
- RCR – a strategy to evaluate evidence in sources.
 - Students will find evidence in a source then ascertain if the evidence is Relevant, if it Covers the claim that was made, and if it Represents the key reasoning for the claim.

Each unit provides students with opportunities to check their understanding of the topics and practice their AP US History thinking and reasoning skills. Possible assessments include:

- Unit Tests
- Projects
- Short Writings
- Essays

Period 1: 1491-1607

Topic	Learning Objective(s)
Contextualizing Period 1	Explain the context for European encounters in the Americas from 1491 to 1607.
Indigenous Societies Before European Contact	Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.
European Exploration in the Americas	Explain the causes of exploration and conquest of the New World by various European nations.
Columbian Exchange, Spanish Exploration, and Conquest	Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
Labor, Slavery, and Caste in the Spanish Colonial System	Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.
Cultural Interactions Between Europeans, Indigenous peoples, and Africans	Explain how and why European and Indigenous perspectives of others developed and changed in the period.
Causation in Period 1	Explain the effects of the development of transatlantic voyages from 1491 to 1607.

Readings: **CR2**

- Henretta's American History, *Chapter 1: Colliding Worlds, 1491-1600*
- Henretta's American History, *Chapter 2: American Experiments 1521-1700 (p. 40-46)*

Guiding Questions:

1. In what ways did the organization of Indigenous communities influence the nature of the colonies that emerged in their vicinity? How did Spain's experiences with the Aztec and Inca civilizations lead to a colonial approach that was distinctly different from the English model?
2. What motivated European nations to pursue colonization efforts in the Americas, and what outcomes were they seeking?
3. How did the mainland colonies of England engage with Indigenous communities? Were these interactions successful or effective, and what were the outcomes?

4. To what degree were European settlers in the Americas able to maintain their traditional societies and economies, and in what ways were these altered due to the impacts of colonization?
5. What factors contributed to the emergence of instability, conflict, and rebellion in North America during the late 17th century?

Sample Instructional Activities:

- **CR6, Skill 3:** Analyze claims in primary documents using the OPVL technique, then rank the strength of their arguments on a scale. Explain the reasoning for the rankings in a short answer response.
 - Columbus reports on his first voyage, 1493
 - Bartolome de Las Casa debates the subjugation of the Indians, 1550
 - The Doctrine of Discovery, 1493

Period 2: 1607-1754

Topic	Learning Objective(s)
Contextualizing Period 2	Explain the context for the colonization of North America from 1607-1754.
European Colonization	Explain how and why various European colonies developed and expanded from 1607 to 1754.
The Regions of British Colonies	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.
Transatlantic Trade	Explain causes and effects of transatlantic trade over time.
Interactions between Indigenous Americans and Europeans	Explain how and why interactions between various European nations and Indigenous Americans changed over time
Slavery in the British Colonies	Explain the causes and effects of slavery in the various British colonial regions. Explain how enslaved people responded to slavery.
Colonial Society and Culture	Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time. Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.
Comparison in Period 2	Compare the effects of the development of colonial society in the various regions of North America.

Readings: **CR2**

- Henretta’s American History, *Chapter 2: American Experiments 1521-1700* (p. 46-72)
- Henretta’s American History, *Chapter 3: The British Atlantic World, 1607-1750*
- Henretta’s American History, *Chapter 4: Growth, Diversity, and Conflict, 1720-1763* (p. 110-131)

Guiding Questions:

1. How did conflicts between Great Britain and its European adversaries influence its interactions with Indigenous peoples?
2. How did Great Britain’s governing priorities in American colonies influence the development of colonial governments?
3. How did the South Atlantic System impact the economic growth of British colonies?
4. How and why did the colonies of British North America become increasingly diverse through the initial two-thirds of the 18th century?
5. What were the challenges that developed in the mid-18th century and how did they strain the colonies’ relationship with Great Britain?

Sample Instructional Activities:

- **CR8, Skill 5: Comparison:** Compare the similarities and differences between the responses of Indigenous peoples in New Mexico and New England to colonization in a Venn Diagram, then write a summary comparing the Pueblo Revolt to Bacon’s Rebellion.
- **CR3, GEO:** Read an excerpt from *A Cold Welcome* by Sam Whiteⁱ and an excerpt from *Mosquito Empires* by John R. McNeillⁱⁱ, then explain the extent of how the scientific understanding of climate and ecology at the time impacted development and expansion of colonies in the Americas.
- **CR6, Skill 3:** Read *The Gruesome Story of Hannah Duston, Whose Slaying of Indians Made Her an American Folk “Hero”*ⁱⁱⁱ and answer discussion questions to analyze the author’s argument that Hannah Duston represents how the United States sees itself in conflicts today.

Period 3: 1754-1800

Topic	Learning Objective(s)
Contextualizing Period 3	Explain the context in which America gained independence and developed a sense of national identity.
The Seven Years’ War (The French and Indian War)	Explain the causes and effects of the Seven Years’ War (the French and Indian War).
Taxation Without Representation	Explain how British colonial policies regarding North America led to the Revolutionary War.
Philosophical Foundations of the American Revolution	Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.
The American Revolution	Explain how various factors contributed to the American victory in the Revolution.
The Influence of Revolutionary Ideals	Explain the various ways the American Revolution affected society. Describe the global impact of the American Revolution.

The Articles of Confederation	Explain how different forms of government developed and changed as a result of the Revolutionary Period
The Constitutional Convention and Debates over Ratification	Explain the differing ideological positions on the structure and function of the federal government.
The Constitution	Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.
Shaping a New Republic	Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800. Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.
Developing an American Identity	Explain the continuities and changes in American culture from 1754 to 1800.
Movement in the Early Republic	Explain how and why migration and immigration to and within North America caused competition and conflict over time. Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.
Continuity and Change in Period 3	Explain how the American independence movement affected society from 1754 to 1800. Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800

Readings: **CR2**

- Henretta's American History, *Chapter 4: Growth, Diversity, and Conflict, 1720-1763* (p. 131-138)
- Henretta's American History, *Chapter 5: The Problem of Empire, 1754-1776*
- Henretta's American History, *Chapter 6: Making War and Republican Governments, 1776-1789*
- Henretta's American History, *Chapter 7: Hammering Out a Federal Republic, 1787-1820* (p. 210-227)

Guiding Questions:

1. How and why did the outcome of the Seven Years' War lead to conflicts between Great Britain and their North American colonies, ultimately leading to their separation?
2. How did the ideas and concepts of the independence movement develop, and in what ways did they affect the development of post-Revolutionary War systems of government?
3. What contributed to the American victory over Great Britain?
4. How did the United States and European nations develop relationships in the thirty years after the Treaty of Paris?
5. How were Indigenous and enslaved peoples impacted by the American Revolution?

6. How did the American Revolution impact the role of women in society and culture?

Sample Instructional Activities:

- **CR4, Skill 1:** Analyze maps of European colonies before the Seven Years War and explain the extent of the impact of Indigenous landholdings that are not represented on the maps, and the short and long-term consequences of Indigenous resistance efforts to the war in a short answer response.
- **CR5, Skill 2:** Read a biographical article on Phillis Wheatley then use the OPVL technique to analyze her poem “*On the Death of the Reverend Mr. George Whitfield, -1770*” then describe how Phillis Wheatley’s unique point of view and historical situation influenced her purpose in writing the poem and who she intended the audience to be in a short answer response.
- **CR3, PCE:** Read and annotate excerpts from Federalist 10, Federalist 51, and The Federal Farmer 11 by highlighting the claim, underlining the reasonings, and circling the evidence. Analyze the identified evidence using the RCR strategy, then use the findings to write an op-ed column on the Founders’ beliefs about the role of government and the purpose of the Constitution.

Period 4: 1800-1848

Topic	Learning Objective(s)
Contextualizing Period 4	Explain the context in which the republic developed from 1800 to 1848.
The Rise of Political Parties and the Era of Jefferson	Explain the causes and effects of policy debates in the early republic.
Politics and Regional Interest	Explain how different regional interests affected debates about the role of the federal government in the early republic.
America on the World Stage	Explain how and why American foreign policy developed and expanded over time.
Market Revolution: Industrialization	Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.
Market Revolution: Society and Culture	Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.
Expanding Democracy	Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.
Jackson and Federal Power	Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.
The Development of an American Culture	Explain how and why a new national culture developed from 1800 to 1848.
The Second Great Awakening	Explain the causes of the Second Great Awakening.
An Age of Reform	Explain how and why various reform movements developed and expanded from 1800 to 1848.

African Americans in the Early Republic	Explain the continuities and changes in the experience of African Americans from 1800 to 1848.
The Society of the South in the Early Republic	Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.
Causation in Period 4	Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

Readings: **CR2**

- Henretta’s American History, *Chapter 7: Hammering Out a Federal Republic, 1787-1820* (p. 227-240)
- Henretta’s American History, *Chapter 8: Economic Transformations, 1800-1848*
- Henretta’s American History, *Chapter 9: A Democratic Revolution, 1820-1848*
- Henretta’s American History, *Chapter 10: Religion, Reform, and Culture, 1820-1848*
- Henretta’s American History, *Chapter 11: Imperial Ambitions, 1820-1848* (p. 346-359)

Guiding Questions:

7. Who did and did not benefit from the new economic, political, and social opportunities that came in the early nineteenth century? Why?
8. How and why did the United States expand its geographical territories and states during the first half of the nineteenth century? How did this impact national and foreign policies?
9. How did the idea of the American family and societal norms for different people change during the first half of the nineteenth century?
10. How did new societal norms and ideals differ between regions and classes, and in what ways did that influence politics and society?
11. How did economic changes influence the rise of new cultural and religious movements?
12. How accurate is the name the “Jacksonian Era” for this time period?

Sample Instructional Activities:

- **CR7, Skill 4:** Define the concept of American expansion, then create a mind map illustrating how Indigenous resistance, westward migration, American identity, land treaties and negotiations, and the Northwest Ordinance are related to it. Use the mind map to make a prediction on how each development or process will connect with specific events during the time period.
- **CR8, Skill 5: Causation:** Create a flow chart illustrating and explaining the causes and effects of technological and agricultural innovations between 1800 and 1848, including: the introduction of steam-powered machinery, the market revolution, urbanization, westward expansion, social and religious reform movements, and the experience of enslaved and free African Americans.

Period 5: 1844-1877

Topic	Learning Objective(s)
Contextualizing Period 5	Explain the context in which sectional conflict emerged from 1844 to 1877.

Manifest Destiny	Explain the causes and effects of westward expansion from 1844 to 1877.
The Mexican American War	Explain the causes and effects of the Mexican American War.
The Compromise of 1850	Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican American War.
Sectional Conflict: Regional Differences	Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877. Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.
Failure of Compromise	Explain the political causes of the Civil War.
Election of 1860 and Secession	Describe the effects of Lincoln's election.
Military Conflict in the Civil War	Explain the various factors that contributed to the Union victory in the Civil War.
Government Policies in the Civil War	Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.
Reconstruction	Explain the effects of government policy during Reconstruction on society from 1865 to 1877.
Failure of Reconstruction	Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.
Comparison in Period 5	Compare the relative significance of the effects of the Civil War on American values.

Readings: **CR2**

- Henretta's American History, *Chapter 11: Imperial Ambitions, 1820-1848 (p. 359-374)*
- Henretta's American History, *Chapter 12: Sectional Conflict and Crisis, 1844-1861*
- Henretta's American History, *Chapter 13: Bloody Ground: The Civil War, 1861-1865*
- Henretta's American History, *Chapter 14: Reconstruction, 1865-1877*
- Henretta's American History, *Chapter 15: Conquering a Continent, 1860-1890 (p. 480-488)*

Guiding Questions:

13. How did westward expansion bring conflicts and transformations west of the Mississippi River?
14. What changes in law, policy, and social customs acknowledged the United States as a multiracial society after the Civil War, and to what extent were they followed in different regions?
15. How and why did the role, power, and scope of the federal government expand between 1848 and 1877?
16. What were the results of violent conflicts during this era?

17. How did events between 1850 and 1877 establish the United States as a growing industrial power?
18. How did politics and the economy impact each other during this era?

Sample Instructional Activities:

- **CR3, ARC:** Create a digital infographic illustrating the characteristics of the regional identities that developed during the mid-1800s. Choose one region and write a narrative essay discussing how you believe the regional identity has either persisted or evolved over time and why. In the essay, consider:
 - Have stereotypes about certain regions developed? If so, how do those stereotypes impact the people from the region?
 - How does the region’s identity influence the larger national identity and debates on democracy, freedom, and citizenship?
 - How does the regional economy impact the regional identity, and vice versa? What about the national economy?
 - How do ideas about democracy, freedom, and citizenship influence the region’s identity?
- **CR9, Skill 6:** Write a long response essay responding to the prompt: Evaluate the extent to which American actions towards Mexico leading up to and during the Mexican American War were justified. In the essay, develop an extensive argument by:
 - making a historically defensible claim,
 - describing the relevant historical context for the claim,
 - supporting the claim using specific and relevant evidence,
 - use historical reasoning to explain the relationship between evidence, and
 - addressing a counterargument and providing evidence against the counterargument.

Period 6: 1865-1898

Topic	Learning Objective(s)
Contextualizing Period 6	Explain the historical context for the rise of industrial capitalism in the United States.
Westward Expansion: Economic Development	Explain the causes and effects of the settlement of the West from 1877 to 1898.
Westward Expansion: Social and Cultural Development	Explain the causes and effects of the settlement of the West from 1877 to 1898.
The “New South”	Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.
Technological Innovation	Explain the effects of technological advances in the development of the United States over time.
The Rise of Industrial Capitalism	Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
Labor in the Gilded Age	Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
Immigration and Migration in the Gilded Age	Explain how cultural and economic factors affected migration patterns over time.

Responses to immigration in the Gilded Age	Explain the various responses to immigration in the period over time.
Development of the Middle Class	Explain the causes of increased economic opportunity and its effects on society.
Reform in the Gilded Age	Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.
Controversies over the Role of Government in the Gilded Age	Explain the continuities and changes in the role of the government in the U.S. economy.
Politics in the Gilded Age	Explain the similarities and differences between the political parties during the Gilded Age.
Continuity and Change in Period 6	Explain the extent to which industrialization brought change from 1865 to 1898.

Readings: **CR2**

- Henretta's American History, *Chapter 15: Conquering a Continent, 1860-1890 (p. 488-508)*
- Henretta's American History, *Chapter 16: Industrial America: Corporations and Conflict, 1877-1911*
- Henretta's American History, *Chapter 17: Making Modern American Culture, 1880-1917*
- Henretta's American History, *Chapter 18: "Civilization's Inferno": The Rise and Reform of Industrial Cities, 1880-1917*
- Henretta's American History, *Chapter 19: Whose Government? Politics, Populists, and Progressives, 1880-1917 (p. 604-621)*

Guiding Questions:

19. How and why did the emergence of large corporations change the experience of workers?
20. How did industrialization provoke intense conflict between workers, business, and government?
21. How and why were American families, society, and religion transformed by industrialization?
22. How did Americans responses to economic difficulties change over the time period?
23. How and why did the role of government evolve as a result of the rise of industrial capitalism?

Sample Instructional Activities:

- **CR9, Skill 6:** Practice answering the Document-Based Question by responding to the prompt: *Explain how international immigration between 1865 and 1898 impacted the American economy, society, and government. Use at least 6 of the documents to support your argument.*
 - *Excerpt from a ship's log documenting immigrant arrivals at Ellis Island, 1892:* Provides data on the nationalities, occupations, and numbers of immigrants.
 - *Political cartoon, "The Great Fear of the Period", published in a Boston newspaper, 1875:* Illustrates concerns about the influence of immigrants on American jobs and culture.
 - *Photograph of immigrant families at Castle Garden Immigration Depot, New York, circa 1880:* Shows the conditions and diversity of immigrants upon arrival.
 - *Letter from an Irish immigrant to a family member in Ireland, 1849:* Describes the push factors (such as the Irish Potato Famine) leading to emigration, the journey to America, and initial impressions upon arrival.

- *Excerpt from the Chinese Exclusion Act, 1882*: Federal legislation that restricted Chinese immigration and naturalization.
- *Political speech by a member of the Know-Nothing Party, 1854*: Expresses nativist sentiments and opposition to immigration.
- *Excerpt from "How the Other Half Lives" by Jacob Riis, 1890*: Describes living conditions in immigrant neighborhoods in New York City.
- *Cartoon from "Puck" magazine, depicting the American "Melting Pot," 1880s*: Represents the idea of America as a blend of various cultures and nationalities.
- *Report from a factory inspector on the employment of immigrants in textile mills, 1870*: Discusses the economic contributions of immigrants and the conditions under which they worked.
- *Interview with an Italian immigrant, recorded in a Chicago newspaper, 1897*: Shares personal experiences of assimilation, community building, and encounters with discrimination.

Period 7: 1890-1945

Topic	Learning Objective(s)
Contextualizing Period 7	Explain the context in which American grew into its role as a world power.
Imperialism: Debates	Explain the similarities and differences in attitudes about the nation's proper role in the world.
The Spanish-American War	Explain the effects of the Spanish-American War.
The Progressives	Compare the goals and effects of the Progressive Movement. Compare attitudes toward the use of natural resources from 1890 to 1945.
World War I: Military and Diplomacy	Explain the causes and consequences of U.S. involvement in World War I.
World War I: Home Front	Explain the causes and effects of international and internal migration patterns over time.
1920s: Innovations in Communication and Technology	Explain the causes and effects of the innovations in communication and technology in the United States over time.
1920s: Cultural and Political Controversies	Explain the causes and effects of international and internal migration patterns over time. Explain the causes and effects of developments in popular culture in the United States over time.
The Great Depression	Explain the causes of the Great Depression and its effects on the economy.
The New Deal	Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.
Interwar Foreign Policy	Explain the similarities and differences in attitudes about the nation's proper role in the world.

World War II: Mobilization	Explain how and why U.S. participation in World War II transformed American society.
World War II: Military	Explain the causes and effects of the victory of the U.S. and its allies over the Axis powers.
Postwar Diplomacy	Explain the consequences of U.S. involvement in World War II.
Comparison in Period 7	Compare the relative significance of the major events of the first half of the 20 th century in shaping American society.

Readings: **CR2**

- Henretta’s American History, *Chapter 19: Whose Government? Politics, Populists, and Progressives, 1880-1917* (p. 621-634)
- Henretta’s American History, *Chapter 20: An Emerging World Power, 1890-1918*
- Henretta’s American History, *Chapter 21: Unsettled Prosperity: From War to Depression, 1919-1932*
- Henretta’s American History, *Chapter 22: Managing the Great Depression, Forging the New Deal, 1929-1938*
- Henretta’s American History, *Chapter 23: The World at War*
- Henretta’s American History, *Chapter 24: The Cold War Dawns* (p. 772-778)

Guiding Questions:

24. What are the most important turning point between 1890 and 1945 that contributed to the United States emerging as a world power?
25. How and why was American involvement in both world wars different?
26. How and why did the major transformations to American capitalism both benefit and harm the economy?
27. How and why did the status of immigrants, women, and African Americans change during this era?
28. How were national politics and elections affected by the major events of the time period?

Sample Instructional Activities:

- **CR5, Skill 2:** Read three different perspectives on the use of the atomic bomb by the United States and how it influenced Japan’s decision to surrender in 1947. Evaluate the validity of each perspective based on the author’s point of view and historical situation in a graphic organizer. Excerpts from:
 - Hasegawa, Tsuyoshi. Racing the Enemy: Stalin, Truman and the Surrender of Japan. Cambridge: Belknap Press of Harvard University Press, 2005.
 - Fussell, Paul. Thank God for the Atom Bomb and Other Essays. New York: Summit Books, 1988.
 - Bird, Kai, and Lawrence Lifschultz, eds. Hiroshima’s Shadow: Writings on the Denial of History and the Smithsonian Controversy. Stony Creek, CT: Pamphleteer’s Press, 1998.
- **CR3, WXT:** Complete a flow chart demonstrating how industrialization and technological innovation impacted businesses, workers, and the economy (both regional and national) in the 19th and early 20th century. Gather evidence to support the claim “Technological innovation led to

the rise of the Progressive Movement.” and provide a brief explanation of how each piece of evidence supports the claim.

- **CR3, NAT:** Research the history of the phrase “America First” being used in political contexts. Using evidence, evaluate the extent that the phrase represents American ideals in the first half of the 20th century, and explain why the phrase continues to be used in modern political contexts in a short answer response.

Period 8: 1945-1980

Topic	Learning Objective(s)
Contextualizing Period 8	Explain the context for societal change from 1945 to 1980.
The Cold War from 1945 to 1980	Explain the continuities and changes in Cold War policies from 1945 to 1980.
The Red Scare	Explain the causes and effects of the Red Scare after World War II.
Economy after 1945	Explain the causes of economic growth in the years after World War II. Explain the causes and effects of the migration of various groups of Americans after 1945.
Culture after 1945	Explain how mass culture has been maintained or challenged over time.
Early Steps in the Civil Rights Movement (1940s and 1950s)	Explain how and why the civil rights movements developed and expanded from 1945 to 1960.
America as a World Power	Explain the various military and diplomatic responses to international developments over time.
The Vietnam War	Explain the causes and effects of the Vietnam War.
The Great Society	Explain the causes and effects of continuing policy debates about the role of the federal government over time. Explain the continuities and changes in immigration patterns over time.
The African American Civil Rights Movement (1960s)	Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980. Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.
The Civil Rights Movement Expands	Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.
Youth Culture of the 1960s	Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.

The Environment and Natural Resources from 1968 to 1980	Explain how and why policies related to the environment developed and changed from 1968 to 1980.
Society in Transition	Explain the causes and effects of continuing policy debates about the role of the federal government over time. Explain the effects of the growth of religious movements over the course of the 20th century.
Continuity and Change in Period 8	Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

Readings: **CR2**

- Henretta's American History, *Chapter 24: The Cold War Dawns, 1945-1963* (p. 778-802)
- Henretta's American History, *Chapter 25: Triumph of the Middle Class, 1945-1963*
- Henretta's American History, *Chapter 26: The Civil Rights Movement, 1941-1973*
- Henretta's American History, *Chapter 27: Liberal Crisis and Conservative Rebirth, 1961-1972*
- Henretta's American History, *Chapter 28: The Search for Order in an Era of Limits, 1973-1980*

Guiding Questions:

1. How were domestic and international events interconnected during the Cold War years?
2. How did suburbanization impact the social life, politics, and culture in the United States in the postwar decade?
3. What postwar factors helped and hurt the Civil Rights Movement be successful?
4. How did the same factors influence the women's, Latino, Indigenous, and gay rights movements?
5. How did the role and power of the federal government change between 1945 and 1980?

Sample Instructional Activities:

- **CR8, Skill 5: Continuity and Change:** Find multiple pieces of quantitative and textual evidence supporting each statement, then write two paragraphs summarizing your findings.
 - The laws and policies passed as a result of the Civil Rights Movement ensure that all citizens are treated equally.
 - The laws and policies passed as a result of the Civil Rights Movement did not end discrimination based on race, color, religion, ethnicity, gender, and sexual orientation.
- **CR3, SOC:** Create a multimedia presentation tracing the continuities and changes in the role of women in American society between 1900 and 1980. In the presentation:
 - discuss the major events, developments, and processes that either changed the role of women, or perpetuated traditional roles of women in America.
 - For example: *The economic necessities of the 1920s and 1930s, coupled with the labor shortages of World War II, compelled many women to enter the workforce, challenging the notion that women belonged exclusively in the home. The iconic image of "Rosie the Riveter" symbolized this shift, as women took on roles in industries traditionally dominated by men.*
 - discuss why the major events, developments, and processes that impacted the role of women either changed or perpetuated the role of women in America.

- For example: *The end of World War II saw a push for women to return to domestic life, highlighting a continuity in societal expectations regarding women's primary role as homemakers. The postwar era was characterized by the growth of the suburbs and a reaffirmation of traditional gender roles, epitomized by the suburban housewife ideal.*
- include media such as images, video, music, charts, and graphs.

Period 9: 1980- Present

Topic	Learning Objective(s)
Contextualizing Period 9	Explain the context in which the United States faced international and domestic challenges after 1980.
Reagan and Conservatism	Explain the causes and effects of continuing policy debates about the role of the federal government over time.
The End of the Cold War	Explain the causes and effects of the end of the Cold War and its legacy.
A Changing Economy	Explain the causes and effects of economic and technological change over time.
Migration and Immigration in the 1990s and 2000s	Explain the causes and effects of domestic and international migration over time.
Challenges of the 21 st Century	Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.
Causation in Period 9	Explain the relative significance of the effects of change in the period after 1980 on American national identity.

Readings: **CR2**

- Henretta's American History, *Chapter 29: Conservative American in the Ascent, 1980-1991*
- Henretta's American History, *Chapter 30: National and Global Dilemmas, 1989 to Present*

Guiding Questions:

1. What issues and developments contributed to the rise of the New Right in American politics in the 1980s, 1990s, and 2000s?
2. How and why did the nation shift to a more conservative age after 1980?
3. How can U.S. foreign policy be characterized after the Cold War and why did it take shape as it did?
4. What factors led to globalization and how did it impact the American economy, immigration, and society?
5. What are the major developments and shifts in modern American society and why are they so impactful?

Sample Instructional Activities:

- **CR3, WOR:** Watch a video summarizing the history of the relationship between the United States military and the private sector. Analyze multiple up-to-date graphs regarding the U.S. military including government spending, employment numbers, troop size, weapons systems, and more, then draw conclusions about what this data can tell us about America's priorities and role in the world. Sample items:
 - "Top Six Countries by Military Expenditures", Federal Reserve Bank of St. Louis, January 2023
 - "Defense Spending (% of GDP), Peter G. Peterson Foundation, 2023
 - "Active Duty United States Army personnel from 1995 to 2022", Statista, 2022
 - "Navy Fleet Size and Deployment Levels", International Security Program, 2021
 - "U.S. Navy Fleet Size 1946-2016"
 - "Total Army End Strength FY 1999-2021", International Security Program, 2021
 - "Total size of U.S. active duty force", Pew Research Center, 2017
- **CR3, MIG:** Read the two articles from the United States Census Bureau then participate in a guided discussion about the information and data presented.
 - **Possible Discussion Questions:**
 - How do the reasons for moving differ among various demographic groups?
 - What are the social, economic, and political implications for the states losing the most residents?
 - What are the social, economic, and political implications for the states gaining the most residents?
 - What might the long-term consequences of shifting migration trends for rural and urban areas be?
 - How could domestic immigration trends reimagine established regional identities?
 - Articles:
 - "About 8.2 Million People Moved Between States in 2022"¹ by Mehreen S. Ismail
 - "Why People Move"² by Kristin Kerns-D'Amore

ⁱ Sam White, *A Cold Welcome: The Little Ice Age and Europe's Encounter with North America* (Cambridge, MA: Harvard University Press, 2017), 9-11, 21-23.

ⁱⁱ John R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914* (New York: Cambridge University Press, 2010), 1-3.

ⁱⁱⁱ Baker, Emerson W. "The Gruesome Story of Hannah Duston, Whose Slaying of Indians Made Her an American Folk Hero." *Smithsonian Magazine*, Smithsonian Institution, 20 Mar. 2018, www.smithsonianmag.com/history/gruesome-story-hannah-duston-american-colonist-whose-slaying-indians-made-her-folk-hero-180968721/.

¹ Ismail, Mehreen S. "About 8.2 Million People Moved Between States in 2022." U.S. Census Bureau, 21 Nov. 2023, www.census.gov/library/stories/2023/11/state-to-state-migration.html.

² Kerns-D'Amore, Kristin. "Why People Move." U.S. Census Bureau, 19 Sept. 2023, www.census.gov/library/stories/2023/09/why-people-move.html.