

# 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.*

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

### THEMES

*Themes spiral across units.*

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

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

### 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

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

### 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.

**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)

**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

**UNIT**  
**9****Period 9:**  
**1980–Present****~8** Class  
Periods**4–6%** AP Exam  
Weighting

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

## AP U.S. HISTORY

# UNIT 1

# Period 1: 1491–1607



**4–6%**

AP EXAM WEIGHTING



**~8**

CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The entire graphic is set against a light blue background.

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)

**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
	<b>1.1 Contextualizing Period 1</b>	Continuity and Change	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	
<b>GEO</b>	<b>1.2 Native American Societies Before European Contact</b>	Comparison	<b>1.A</b> Identify a historical concept, development, or process.	
<b>WOR</b>	<b>1.3 European Exploration in the Americas</b>	Causation	<b>1.A</b> Identify a historical concept, development, or process.	
<b>GEO</b>	<b>1.4 Columbian Exchange, Spanish Exploration, and Conquest</b>	Causation	<b>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.	
<b>SOC</b>	<b>1.5 Labor, Slavery, and Caste in the Spanish Colonial System</b>	Causation	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
<b>WOR</b>	<b>1.6 Cultural Interactions Between Europeans, Native Americans, and Africans</b>	Comparison	<b>3.B</b> Identify the evidence used in a source to support an argument.	
	<b>1.7 Causation in Period 1</b>	Causation	<b>6.A</b> Make a historically defensible claim.	
<p> Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 1. Review the results in class to identify and address any student misunderstandings.</p>				

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.2	<p><b>Shared Inquiry</b></p> <p>Provide students with a selection of primary and secondary sources that highlight various aspects of Native American societies before European contact. In groups, ask students to formulate responses to Unit 1: Learning Objective B, <i>Explain how and why various native populations in the period before European contact interacted with the natural environment in North America</i>, and present their ideas to the class. Then lead a whole-group discussion to develop understanding of the complexity of the societies that were in place prior to European contact.</p>
2	1.4	<p><b>Guided Discussion</b></p> <p>Ask students to brainstorm the causes of the Columbian Exchange and its effect on Europe and the Americas in the time period after 1492. Through small- and whole-group discussion, ask students to identify the positive and negative effects of the Columbian Exchange.</p>
3	1.6	<p><b>Quickwrite</b></p> <p>As preparation for the free-response questions on the AP Exam, have students write claims in response to Unit 1: Learning Objective F, <i>Explain how and why European and Native American perspectives of others developed and changed in the period</i>. Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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## TOPIC 1.1

# Contextualizing Period 1

**SUGGESTED SKILL**
 Contextualization
**4.A**

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

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.

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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.

## 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”](#)

## SUGGESTED SKILL

 *Developments  
and Processes*

## 1.A

Identify a historical concept, development, or process.

## TOPIC 1.3

# European Exploration in the Americas

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## 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.

## TOPIC 1.4

# Columbian Exchange, Spanish Exploration, and Conquest

## 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.

## 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.

## 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 slave labor 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.

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”](#)

**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.

## TOPIC 1.7

# Causation in Period 1

**SUGGESTED SKILL**
 Argumentation
**6.A**

Make a historically defensible claim.

**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 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.

## AP U.S. HISTORY

# UNIT 2

# Period 2: 1607–1754



**6–8%**  
AP EXAM WEIGHTING



**~14**  
CLASS PERIODS

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### **Personal Progress Check 2**

**Multiple-choice: ~20 questions**

**Short-answer: 2 questions**

- Primary source
- Primary source

**Free-response: 1 question**

- Long essay (partial)

# Period 2: 1607–1754

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~14 CLASS PERIODS
	<b>2.1 Contextualizing Period 2</b>	Continuity and Change	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	
<b>MIG</b>	<b>2.2 European Colonization</b>	Comparison	<b>1.B</b> Explain a historical concept, development, or process.	
<b>GEO</b>	<b>2.3 The Regions of British Colonies</b>	Comparison	<b>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.	
<b>WXT</b>	<b>2.4 Transatlantic Trade</b>	Causation	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
<b>WOR</b>	<b>2.5 Interactions Between American Indians and Europeans</b>	Comparison	<b>2.A</b> Identify a source’s point of view, purpose, historical situation, and/or audience.	
<b>WXT, SOC</b>	<b>2.6 Slavery in the British Colonies</b>	Causation	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
<b>ARC, NAT</b>	<b>2.7 Colonial Society and Culture</b>	Comparison	<b>1.A</b> 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
	2.8 Comparison in Period 2	Comparison	<b>6.B</b> Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> <li>▪ Describe specific examples of historically relevant evidence.</li> <li>▪ Explain how specific examples of historically relevant evidence support an argument.</li> </ul>	~14 CLASS PERIODS
	 Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 2. Review the results in class to identify and address any student misunderstandings.			

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	2.2	<p><b>Graphic Organizer</b></p> <p>Ask students to design a graphic organizer, such as a brain web or a comparison table, to gather information about the causes for exploration and the effects of conquest by the Dutch, English, French, and Spanish in North America. Then, in a whole-group discussion, ask students to identify similarities and differences among the European nations and draw conclusions about exploration and colonization.</p>
2	2.4	<p><b>Create Representations</b></p> <p>Give students a blank world map and several data sets, such as raw materials, manufactured goods, and enslaved peoples, and have them create a map that identifies the lanes of transatlantic trade, the exchanges, and the size and scope of the British Empire. Ask them to identify trends and patterns and draw conclusions about the Atlantic world.</p>
3	2.6	<p><b>Jigsaw</b></p> <p>This strategy can be used to facilitate understanding of the various causes and effects of slavery in the British colonial regions. Assign students to an “expert” group on a colonial region and have them use their textbooks and primary sources to build a picture of slavery there. Then, arrange students into groups where all region “experts” share their information with other students. As a whole group, debrief similarities and differences among the regions with regard to slavery.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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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”](#)

## 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, and 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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**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.

## 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.

## TOPIC 2.3

# The Regions of British Colonies

## 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”](#)

## 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.

## TOPIC 2.4

# Transatlantic Trade

**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 \(“America, the Atlantic, and Global Consumer Demand, 1500–1800”\)](#)

## 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

 *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.

## TOPIC 2.6

# Slavery in the British Colonies

## 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 \(“The Origins of American Slavery”\)](#)

## 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.

## 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-2.2.1.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-2.2.1.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.

## 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, and 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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#### 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](#)

**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.

## AP U.S. HISTORY

# UNIT 3

# Period 3: 1754–1800



**10–17%**  
AP EXAM WEIGHTING



**~17**  
CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle has a thin blue border and a subtle drop shadow, giving it a three-dimensional appearance. The entire icon is positioned at the top center of a light blue rectangular box that contains the rest of the text.

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)

# Period 3: 1754–1800

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
	<b>3.1 Contextualizing Period 3</b>	Continuity and Change	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	
WOR	<b>3.2 The Seven Years' War (The French and Indian War)</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
	<b>3.3 Taxation Without Representation</b>	Causation	<b>2.A</b> Identify a source's point of view, purpose, historical situation, and/or audience.	
NAT	<b>3.4 Philosophical Foundations of the American Revolution</b>	Continuity and Change	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
WOR	<b>3.5 The American Revolution</b>	Causation	<b>6.B</b> Support an argument using specific and relevant evidence.	
			<ul style="list-style-type: none"> <li>▪ Describe specific examples of historically relevant evidence.</li> <li>▪ Explain how specific examples of historically relevant evidence support an argument.</li> </ul>	
SOC, WOR	<b>3.6 The Influence of Revolutionary Ideals</b>	Comparison	<b>3.A</b> 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	<b>3.7</b> The Articles of Confederation	Causation	<b>3.B</b> Identify the evidence used in a source to support an argument.	
	<b>3.8</b> The Constitutional Convention and Debates over Ratification	Comparison	<b>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.	
	<b>3.9</b> The Constitution	Continuity and Change	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
WOR, PCE	<b>3.10</b> Shaping a New Republic	Causation	<b>2.A</b> Identify a source’s point of view, purpose, historical situation, and/or audience.	
ARC	<b>3.11</b> Developing an American Identity	Continuity and Change	<b>1.B</b> Explain a historical concept, development, or process.	
MIG, SOC	<b>3.12</b> Movement in the Early Republic	Continuity and Change	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
	<b>3.13</b> Continuity and Change in Period 3	Continuity and Change	<b>6.B</b> Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> <li>Describe specific examples of historically relevant evidence.</li> <li>Explain how specific examples of historically relevant evidence support an argument.</li> </ul>	
 Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 3. Review the results in class to identify and address any student misunderstandings.				

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	3.3	<p><b>Match Claims and Evidence</b></p> <p>This time period is rife with opportunities for students to consider the British and colonial perspectives on events and ideas. Ask small groups of students to write claims and supporting evidence statements on two separate notecards based on the prompt: <i>How did British colonial policies regarding North America lead to the Revolutionary War?</i> 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.</p>
2	3.4	<p><b>Fishbowl</b></p> <p>Have students discuss the arguments presented in American Revolution–era documents, such as Thomas Paine’s <i>Common Sense</i> or the Declaration of Independence, and how colonists responded to British actions and policies leading up to the American Revolution.</p>
3	3.8	<p><b>Close Reading</b></p> <p>When students are reading foundational documents, such as the Constitution and the Federalist Papers, have them highlight relevant words and passages that support the author’s claim. Ask students to connect ideas outlined in the documents to colonial experiences with British government in the revolutionary period.</p>
4	3.10	<p><b>Critique Reasoning</b></p> <p>This topic lends itself to reading primary source documents. Have students identify and critique Washington’s main points in his 1796 Farewell Address. Then, ask students to examine Washington’s perspective, the historical situation, and the evidence and reasoning he uses to support his position.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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## 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](#)

## TOPIC 3.1

# Contextualizing Period 3

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.

## 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.

## TOPIC 3.3

# Taxation Without Representation

**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”](#)

## 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.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.

## 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.

## 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

- Classroom Resources
  - > [What Is Gender History?](#)
- 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.

## SUGGESTED SKILL

 *Claims and Evidence in Sources***3.B**

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

## TOPIC 3.7

# The Articles of Confederation

## 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.

## 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.

## 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.

## SUGGESTED SKILL

 Making Connections

## 5.A

Identify patterns among or connections between historical developments and processes.

## TOPIC 3.9

# The Constitution

## 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.

## TOPIC 3.10

# Shaping a New Republic

### 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”](#)

## 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.

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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.

## TOPIC 3.11

# Developing an American Identity

## SUGGESTED SKILL

 *Developments and Processes***1.B**

Explain a historical concept, 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 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.

## 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.

## 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 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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**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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## AP U.S. HISTORY

# UNIT 4

# Period 4: 1800–1848



**10–17%**  
AP EXAM WEIGHTING



**~17**  
CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The entire graphic is set against a light blue background.

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)

# Period 4: 1800–1848

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
	<b>4.1 Contextualizing Period 4</b>	Continuity and Change	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	
PCE	<b>4.2 The Rise of Political Parties and the Era of Jefferson</b>	Causation	<b>2.A</b> Identify a source's point of view, purpose, historical situation, and/or audience.	
	<b>4.3 Politics and Regional Interests</b>	Comparison	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
WOR	<b>4.4 America on the World Stage</b>	Causation	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
WXT	<b>4.5 Market Revolution: Industrialization</b>	Causation	<b>6.B</b> Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> <li>Describe specific examples of historically relevant evidence.</li> <li>Explain how specific examples of historically relevant evidence support an argument.</li> </ul>	
SOC	<b>4.6 Market Revolution: Society and Culture</b>	Comparison	<b>5.B</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	<b>4.7 Expanding Democracy</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
	<b>4.8 Jackson and Federal Power</b>	Continuity and Change	<b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.	
ARC	<b>4.9 The Development of an American Culture</b>	Causation	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>4.10 The Second Great Awakening</b>	Causation	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
	<b>4.11 An Age of Reform</b>	Comparison	<b>3.B</b> Identify the evidence used in a source to support an argument.	
SOC	<b>4.12 African Americans in the Early Republic</b>	Continuity and Change	<b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.	
GEO	<b>4.13 The Society of the South in the Early Republic</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
	<b>4.14 Causation in Period 4</b>	Causation	<b>6.C</b> Use historical reasoning to explain relationships among pieces of historical evidence.	
<p> Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 4. Review the results in class to identify and address any student misunderstandings.</p>				

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	4.2	<p><b>Debriefing</b></p> <p>This topic contains several complex economic, political, and foreign policy issues—such as the tariff, interpretation of the Constitution, and the purchase of foreign land—that teachers can lead students through a debrief on to ensure understanding of these issues, individually and collectively, in relation to the time period.</p>
2	4.5	<p><b>Self/Peer Revision</b></p> <p>Students have been practicing writing a historically defensible claim and supporting their argument using specific and relevant evidence. This topic’s learning objective—Unit 4: Learning Objective E: <i>Explain the causes and effects of the innovations in technology, agriculture, and commerce over time</i>—can serve as a prompt for students to write thesis statements and outline evidence to be used in support of the claim. Then ask students to select a partner, review the claims and evidence, and provide feedback.</p>
3	4.8	<p><b>Questioning the Text</b></p> <p>Assign students to read and analyze Andrew Jackson’s first inaugural address and write down any clarification and discussion questions that come to mind while reading the text. Ask students to focus on the main points that Jackson hoped to address in his presidency as outlined in the inaugural address. 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 the purpose of inaugural addresses as well as the successes and failures of the Jackson administration.</p>
4	4.9–4.11	<p><b>Socratic Seminar</b></p> <p>This activity combines Topics 4.9–4.11. Use the question <i>What were the key ingredients in the creation of an American culture?</i> to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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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 4: 1800–1848, Focus on Research “Introducing Period 4”](#)

## TOPIC 4.1

# Contextualizing 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.

## 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.

## 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.

## 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.

## TOPIC 4.5

# Market Revolution: Industrialization

**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.

## 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.

## SUGGESTED SKILL

 Making Connections

## 5.B

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



## AVAILABLE RESOURCES

- Classroom Resources
  - > [What Is Gender History?](#)
- 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.

## TOPIC 4.7

# Expanding Democracy

**SUGGESTED SKILL**

 *Developments and Processes*

**1.B**

Explain a historical concept, development, or process.

## 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.

## SUGGESTED SKILL

 *Claims and Evidence in Sources***3.D**

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

## TOPIC 4.8

# Jackson and Federal Power

## 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.

## 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.

## SUGGESTED SKILL

 Making Connections

## 5.B

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

## TOPIC 4.10

# The Second Great Awakening

## 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.

## 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.

**AVAILABLE RESOURCE**

- Classroom Resources > [What Is Gender History?](#)

## 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 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.

#### 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.

## SUGGESTED SKILL

 *Claims and Evidence in Sources*

**3.D**

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

## TOPIC 4.12

# African Americans in the Early Republic

## 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 slave rebellions.

**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.

## TOPIC 4.13

# The Society of the South in the Early Republic

## SUGGESTED SKILL

 *Developments and Processes*

## 1.B

Explain a historical concept, development, or process.

## 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 slaves, 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

 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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## AP U.S. HISTORY

# UNIT 5

# Period 5: 1844–1877



**10–17%**  
AP EXAM WEIGHTING



**~17**  
CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square are both outlined in a light blue color.

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)

# Period 5: 1844–1877

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
	<b>5.1 Contextualizing Period 5</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
<b>GEO</b>	<b>5.2 Manifest Destiny</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
<b>WOR</b>	<b>5.3 The Mexican–American War</b>	Causation	<b>3.C</b> Compare the arguments or main ideas of two sources.	
<b>NAT</b>	<b>5.4 The Compromise of 1850</b>	Comparison	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
<b>ARC, SOC</b>	<b>5.5 Sectional Conflict: Regional Differences</b>	Comparison	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
<b>PCE</b>	<b>5.6 Failure of Compromise</b>	Causation	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
	<b>5.7 Election of 1860 and Secession</b>	Causation	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
<b>WOR</b>	<b>5.8 Military Conflict in the Civil War</b>	Comparison	<b>5.A</b> 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	<b>5.9 Government Policies During the Civil War</b>	Continuity and Change	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
PCE	<b>5.10 Reconstruction</b>	Causation	<b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.	
NAT	<b>5.11 Failure of Reconstruction</b>	Continuity and Change	<b>3.C</b> Compare the arguments or main ideas of two sources.	
	<b>5.12 Comparison in Period 5</b>	Comparison	<b>6.C</b> Use historical reasoning to explain relationships among pieces of historical evidence.	
<p> Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 5. Review the results in class to identify and address any student misunderstandings.</p>				

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	5.2	<p><b>Making Connections</b></p> <p>Write terms or concepts related to this topic’s thematic focus, GEO, on index cards, place them in a box, and have students pick a card at random. Give students a few minutes to gather and recall information about the term or concept and then pair students and ask them to find the connection between their terms or concepts. Finally, ask the pairs to write a brief explanation of how the terms or concepts are related.</p>
2	5.7	<p><b>Debate</b></p> <p>This topic takes students chronologically up to the breakdown of the Union in 1860–1861. Thinking back over the previous units and topics in this unit, have students debate at what point in time, or by which event, was the Civil War inevitable. Ask students to use evidence and reasoning to support their claims.</p>
3	5.8	<p><b>Discussion Groups</b></p> <p>Assign students to groups to discuss the learning objective for this topic, <i>Explain the various factors that contributed to the Union victory in the Civil War</i>, with the view to help them gain new understanding by hearing the views of their classmates. After discussion, ask groups to present their conclusions on the factors and whether or not their groups reached a consensus.</p>
4	5.10, 5.11	<p><b>Look for a Pattern</b></p> <p>This activity bridges Topics 5.10 and 5.11. Present students with a series of data in various forms relevant to these topics: population by state, registered voters by state, political representation, land and type of ownership, and any other data relevant to Reconstruction. Have students compare the data presented, identify trends, and draw conclusions about how and why Reconstruction resulted in change and continuity regionally and nationally for African Americans.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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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 5.1

# Contextualizing Period 5

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 slaves 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.

## 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.

**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.

## TOPIC 5.3

# The Mexican–American War

## SUGGESTED SKILL

 *Claims and Evidence in Sources***3.C**

Compare the arguments or main ideas of two sources.

## 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.

## 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.

## 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.

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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 slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.

**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 slaves' 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.

## 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”](#)

## 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.

## 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-5.3.1.A**

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

**KC-5.3.1.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.

## 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”](#)

## 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.

## TOPIC 5.10

# Reconstruction

**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"](#)

## 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 former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.

## 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 \(“The Civil War, Emancipation, and Reconstruction on the World Stage”\)](#)

## 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. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks’ and poor whites’ access to land in the South.

**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.

## TOPIC 5.12

# Comparison in Period 5

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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#### 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](#)

**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 slaves 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.

## AP U.S. HISTORY

# UNIT 6

# Period 6: 1865–1898



**10–17%**  
AP EXAM WEIGHTING



**~18**  
CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The entire graphic is set against a light blue background.

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)

# Period 6: 1865–1898

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~18 CLASS PERIODS
	<b>6.1 Contextualizing Period 6</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
MIG	<b>6.2 Westward Expansion: Economic Development</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
	<b>6.3 Westward Expansion: Social and Cultural Development</b>	Causation	<b>3.C</b> Compare the arguments or main ideas of two sources.	
NAT	<b>6.4 The “New South”</b>	Continuity and Change	<b>2.C</b> 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	<b>6.5 Technological Innovation</b>	Causation	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
	<b>6.6 The Rise of Industrial Capitalism</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>6.7 Labor in the Gilded Age</b>	Continuity and Change	<b>6.C</b> 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	<b>6.8</b> Immigration and Migration in the Gilded Age	Continuity and Change	<b>3.C</b> Compare the arguments or main ideas of two sources.	
	<b>6.9</b> Responses to Immigration in the Gilded Age	Comparison	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
SOC	<b>6.10</b> Development of the Middle Class	Causation	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>6.11</b> Reform in the Gilded Age	Causation	<b>2.C</b> 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	<b>6.12</b> Controversies over the Role of Government in the Gilded Age	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>6.13</b> Politics in the Gilded Age	Comparison	<b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.	
	<b>6.14</b> Continuity and Change in Period 6	Continuity and Change	<p><b>6.D</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> <li>▪ Explain nuance of an issue by analyzing multiple variables.</li> <li>▪ Explain relevant and insightful connections within and across periods.</li> <li>▪ Explain the relative historical significance of a source's credibility and limitations.</li> <li>▪ Explain how or why a historical claim or argument is or is not effective.</li> </ul>	
	<p>Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 6. Review the results in class to identify and address any student misunderstandings.</p>			

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	6.2, 6.3	<p><b>Think-Pair-Share</b></p> <p>Topics 6.2 and 6.3 share the same learning objective, <i>Explain the causes and effects of the settlement of the West from 1877 to 1898</i>. Give students practice with the reasoning process of causation by having them use think-pair-share to come up with these causes and effects and then grouping them into like categories, such as transportation or technology.</p>
2	6.4	<p><b>Close Reading</b></p> <p>Regional identities are a challenging topic for students in this course. Ask students to read excerpts from Henry Grady speeches, such as his address to the Bay State Club of Boston in 1889, and have them highlight relevant words and passages that support the author’s claim. Ask students how the address tackles economic and social issues related to the “New South.”</p>
3	6.8	<p><b>Create Representations</b></p> <p>Ask students to collect information on the “new” immigrants of the late 19th century. They might research numbers of immigrants, countries of origin, demographics, and settlement locations in the U.S. Ask them to create an infographic for one of the “new” immigrant groups from this time period using widely available free internet resources. Have students share their infographics with the whole group and discuss the factors that affected migration patterns over time.</p>
4	6.13	<p><b>Debriefing</b></p> <p>This topic contains several complex economic and political issues, such as tariffs and currency and government regulation, that teachers can lead students through a debrief on to ensure understanding of these issues, individually and collectively, in relation to the time period.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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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 6.1

# Contextualizing Period 6

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.

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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.

## 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.

## 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.

### 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"](#)

## 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 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.

## TOPIC 6.5

# Technological Innovation

**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

##### 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.

## 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”](#)

## 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.

## 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.

## 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 \("Driven to the City: Urbanization and Industrialization in the 19th Century"\)](#)

## 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.

## 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-6.2.1.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-6.3.1.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-6.3.11.B.i

Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.

### 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 \(“Crossing National Borders: Locating the US in Migration History”\)](#)

## 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: 1865–1899, 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.

## 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.

**AVAILABLE RESOURCE**

- Classroom Resources  
> [What Is Gender History?](#)

## Required Course Content

**THEMATIC FOCUS****Social Structures** **SO C**

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-6.3.1.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-6.3.11.B.ii**

Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.

## 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”](#)

## 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.

## TOPIC 6.13

# Politics in the Gilded Age

**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 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.

**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 \("Race and Citizenship"\)](#)

**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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**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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## AP U.S. HISTORY

# UNIT 7

# Period 7: 1890–1945



**10–17%**  
AP EXAM WEIGHTING



**~21**  
CLASS PERIODS

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The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue horizontal line with two short vertical bars extending downwards from its center.

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

# Period 7: 1890–1945

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~21 CLASS PERIODS
	<b>7.1 Contextualizing Period 7</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
WOR	<b>7.2 Imperialism: Debates</b>	Comparison	<b>2.C</b> 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.	
	<b>7.3 The Spanish–American War</b>	Causation	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
PCE, GEO	<b>7.4 The Progressives</b>	Comparison	<b>2.C</b> 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	<b>7.5 World War I: Military and Diplomacy</b>	Causation	<b>2.C</b> 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	<b>7.6 World War I: Home Front</b>	Causation	<b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.	
WXT	<b>7.7 1920s: Innovations in Communication and Technology</b>	Causation	<b>5.B</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	<b>7.8 1920s: Cultural and Political Controversies</b>	Causation	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
WXT	<b>7.9 The Great Depression</b>	Causation	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
PCE	<b>7.10 The New Deal</b>	Continuity and Change	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
WOR	<b>7.11 Interwar Foreign Policy</b>	Comparison	<b>1.B</b> Explain a historical concept, development, or process.	
SOC	<b>7.12 World War II: Mobilization</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
WOR	<b>7.13 World War II: Military</b>	Causation	<b>6.C</b> Use historical reasoning to explain relationships among pieces of historical evidence.	
	<b>7.14 Postwar Diplomacy</b>	Causation	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
	<b>7.15 Comparison in Period 7</b>	Comparison	<p><b>6.D</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> <li>Explain nuance of an issue by analyzing multiple variables.</li> <li>Explain relevant and insightful connections within and across periods.</li> <li>Explain the relative historical significance of a source's credibility and limitations.</li> <li>Explain how or why a historical claim or argument is or is not effective.</li> </ul>	



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.

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	7.5, 7.6	<p><b>Socratic Seminar</b></p> <p>A Socratic seminar on World War I combines both Topics 7.5 and 7.6. Use the question <i>How was America transformed by conflict?</i> to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</p>
2	7.10	<p><b>Jigsaw</b></p> <p>This strategy can be used to facilitate understanding of the various objectives and accomplishments of the New Deal. Have students read and analyze primary and secondary sources related to the relief, recovery, and reform efforts of the New Deal.</p>
3	7.14	<p><b>Discussion Groups</b></p> <p>Assign students to groups to discuss the learning objective for this topic, <i>Explain the consequences of U.S. involvement in World War II</i>, with the view to help them gain new understanding by hearing the views of their classmates.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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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 7.1

# Contextualizing Period 7

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.

## 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 7.2

# Imperialism: Debates

## 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.

## 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-7.3.1.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.

## 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”](#)

## 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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**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.

## 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.

## 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.

## 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](#)

## 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.

## 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.



## AVAILABLE RESOURCE

- Classroom Resources > [Lesson Plans for AP U.S. History: Consumer Culture and the 1920s](#)

## 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.

## TOPIC 7.9

# The Great Depression

**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

#### 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.

## 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”](#)

## 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.

## TOPIC 7.11

## Interwar Foreign Policy

## 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”](#)

## 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

- Classroom Resources
  - > [Essay from the American Organization of Historians and AP \(“From Rosie the Riveter to the Global Assembly Line”\)](#)

## 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.

## 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.

## SUGGESTED SKILL

 *Sourcing and Situation*

## 2.B

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

## TOPIC 7.14

# Postwar 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 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.

## 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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#### 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](#)

**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.

## AP U.S. HISTORY

# UNIT 8

# Period 8: 1945–1980



**10–17%**  
AP EXAM WEIGHTING



**~20**  
CLASS PERIODS

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The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue horizontal bar with two vertical lines extending downwards from its center, resembling a computer monitor or a stylized 'A'.

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

# Period 8: 1945–1980

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~20 CLASS PERIODS
	<b>8.1 Contextualizing Period 8</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
<b>WOR</b>	<b>8.2 The Cold War from 1945 to 1980</b>	Continuity and Change	<b>2.C</b> 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.	
<b>NAT</b>	<b>8.3 The Red Scare</b>	Causation	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
<b>WXT, MIG</b>	<b>8.4 Economy after 1945</b>	Causation	<b>2.C</b> 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.	
<b>ARC</b>	<b>8.5 Culture after 1945</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
<b>SOC</b>	<b>8.6 Early Steps in the Civil Rights Movement (1940s and 1950s)</b>	Causation	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
<b>WOR</b>	<b>8.7 America as a World Power</b>	Comparison	<b>3.C</b> Compare the arguments or main ideas of two sources.	
	<b>8.8 The Vietnam War</b>	Causation	<b>1.B</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
PCE, MIG	<b>8.9 The Great Society</b>	Continuity and Change	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	~20 CLASS PERIODS
SOC, PCE	<b>8.10 The African American Civil Rights Movement (1960s)</b>	Comparison	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
SOC	<b>8.11 The Civil Rights Movement Expands</b>	Comparison	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
ARC	<b>8.12 Youth Culture of the 1960s</b>	Continuity and Change	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
GEO	<b>8.13 The Environment and Natural Resources from 1968 to 1980</b>	Causation	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
PCE, ARC	<b>8.14 Society in Transition</b>	Causation	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>8.15 Continuity and Change in Period 8</b>	Continuity and Change	<p><b>6.D</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> <li>Explain nuance of an issue by analyzing multiple variables.</li> <li>Explain relevant and insightful connections within and across periods.</li> <li>Explain the relative historical significance of a source's credibility and limitations.</li> <li>Explain how or why a historical claim or argument is or is not effective.</li> </ul>	



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.

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	8.2	<p><b>Close Reading</b></p> <p>This topic, at the onset of Unit 8, offers a plethora of primary source documents that introduce the student to the context of the Cold War in the post-WWII world. Ask students to read excerpts from Winston Churchill’s “Iron Curtain” speech, George Kennan’s “Long Telegram,” or George Marshall’s Harvard commencement speech and have them highlight relevant words and passages that support the author’s claim. As a whole group, discuss the changing role of the United States in the world.</p>
2	8.4	<p><b>Look for a Pattern</b></p> <p>This topic is rich with visual data that students can describe, analyze, and interpret. Ask students to examine complex graphs that address multiple data sets, such as demographic changes (baby boom), private sector growth, federal spending in different areas, technological developments, and economic indicators. Have them identify patterns and trends and come to conclusions about causes of economic growth after World War II.</p>
3	8.8	<p><b>Guided Discussion</b></p> <p>This topic offers a lot of fodder for discussion and debate in the classroom. Brainstorming and quickwrite can be used as strategies during a guided discussion to help students understand the causes and effects of the Vietnam War. What debates were settled? What debates remained or emerged as a result of the Vietnam War?</p>
4	8.10	<p><b>Shared Inquiry</b></p> <p>Provide students with a selection of primary sources from individuals and groups involved in the civil rights movement. Divide students into groups and ask them to respond to Unit 8: Learning Objectives L and M and present their ideas to the class. Then lead a whole-group discussion comparing the responses of various groups and the actions and responses by the federal government.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

.....

.....

## 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 \("Lawn and Landscape in World Context, 1945–2000"\)](#)

## TOPIC 8.1

# Contextualizing Period 8

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.

## 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*).

## TOPIC 8.3

# The Red Scare

**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 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.

## 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 8.4

# Economy After 1945

### 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.

## 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.

## 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.

## TOPIC 8.7

# America as a World Power

**SUGGESTED SKILL**

 *Claims and Evidence in Sources*

**3.C**

Compare the arguments or main ideas of two sources.

## 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.

## 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.

## TOPIC 8.9

# The Great Society

**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

#### 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.

## TOPIC 8.10

# The African American Civil Rights Movement (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****Social Structures** **SO C**

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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**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.

## 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.

**AVAILABLE RESOURCE**

- Classroom Resources
  - > [What Is Gender History?](#)

## Required Course Content

**THEMATIC FOCUS****Social Structures** **SO C**

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 gay and lesbian 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.

## SUGGESTED SKILL

 Making Connections

## 5.B

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

## TOPIC 8.12

# Youth Culture of the 1960s

### 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.

## TOPIC 8.13

# The Environment and Natural Resources from 1968 to 1980

## SUGGESTED SKILL

 *Making Connections*

## 5.A

Identify patterns among or connections between historical developments and processes.

## 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.

## 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.

## 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 to 1980 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 to 1980 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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## AP U.S. HISTORY

# UNIT 9

# Period 9: 1980–Present



**4–6%**  
AP EXAM WEIGHTING



**~8**  
CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, blue, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle has a thin blue border and a subtle drop shadow, giving it a three-dimensional appearance as if it's floating above the page.

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

# Period 9: 1980–Present

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
	<b>9.1 Contextualizing Period 9</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	<b>~8</b> CLASS PERIODS
<b>PCE</b>	<b>9.2 Reagan and Conservatism</b>	Continuity and Change	<b>3.C</b> Compare the arguments or main ideas of two sources.	
<b>WOR</b>	<b>9.3 The End of the Cold War</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
<b>WXT</b>	<b>9.4 A Changing Economy</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
<b>MIG</b>	<b>9.5 Migration and Immigration in the 1990s and 2000s</b>	Causation	<b>2.C</b> 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.	
<b>WOR</b>	<b>9.6 Challenges of the 21st Century</b>	Causation	<b>2.C</b> 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
	<b>9.7 Causation in Period 9</b>	Causation	<p><b>6.D</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> <li>▪ Explain nuance of an issue by analyzing multiple variables.</li> <li>▪ Explain relevant and insightful connections within and across periods.</li> <li>▪ Explain the relative historical significance of a source's credibility and limitations.</li> <li>▪ Explain how or why a historical claim or argument is or is not effective.</li> </ul>	~8 CLASS PERIODS
	<p> Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 9. Review the results in class to identify and address any student misunderstandings.</p>			

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	9.2	<p><b>Debate</b></p> <p>This topic in the culminating unit offers students an opportunity to debate and discuss thematic focus PCE, which focuses on the role of the federal government over time. Encourage students to prepare by looking at different time periods and turning points in U.S. history when the role of the federal government changed. Teachers can debrief with students about the extent to which this role changed or continued under Ronald Reagan’s presidency.</p>
2	9.3	<p><b>Match Claims and Evidence</b></p> <p>Now that students are near the end of the course and have had many opportunities to practice argumentation, this activity can be used as early preparation for the AP Exam. Ask small groups of students to write claims and supporting evidence statements on individual note cards based on the causes and effects of the end of the Cold War and the Cold War’s legacy. 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.</p>
3	9.5	<p><b>Making Connections</b></p> <p>Write concepts related to the course theme of Migration and Settlement (MIG) and related concepts on index cards, place them in a box, and have students pick a card at random. Incorporate concepts from Topic 9.5 as well as from previous topics that addressed immigration and migration. Give students a few minutes to gather and recall information about the theme or concept and then pair students and ask them to find the connection between the theme or concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.</p>

### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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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 9.1

# Contextualizing Period 9

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.

## 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.

## TOPIC 9.3

# The End of the Cold War

**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”](#)

## 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-9.3.1.A**

Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.

**KC-9.3.1.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-9.3.1.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.

## 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.

## TOPIC 9.5

# Migration and Immigration in the 1990s and 2000s

**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”](#)

### 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.

## 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.

## 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.

#### 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.