

**NEPTUNE TOWNSHIP SCHOOL DISTRICT**

# **Advanced Placement United States History Curriculum Grades 10-12**



NEPTUNE TOWNSHIP SCHOOL DISTRICT  
Office of the Superintendent  
60 Neptune Blvd.  
Neptune, NJ 07753-4836

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# NEPTUNE TOWNSHIP SCHOOL DISTRICT

## ADVANCED PLACEMENT UNITED STATES HISTORY CURRICULUM

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## **NEPTUNE TOWNSHIP SCHOOL DISTRICT**

### **Advanced Placement United States History**

#### **Acknowledgements**

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This curriculum guide goes beyond content instruction and devotes a greater percentage of instructional time to argument development and writing skills. It is our hope that this guide will serve as a valuable resource for the staff members who teach this course and that they will feel free to make recommendations for its continued improvement. The curriculum was written in alignment to the AP College Board Framework as well as the New Jersey State Standards for Social Studies (2020), New Jersey Student Learning Standards for English Language Arts (2016), and Career Readiness, Life Literacies, and Key Skills (2020).

## **NEPTUNE TOWNSHIP SCHOOL DISTRICT**

### **DISTRICT MISSION STATEMENT**

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

## **Neptune Township School District**

### **Educational Outcome Goals**

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

## NEPTUNE TOWNSHIP SCHOOL DISTRICT

### ADVANCED PLACEMENT UNITED STATES HISTORY

#### COURSE DESCRIPTION

**(10 credits)**

The Advanced Placement United States History is a full year course that reviews the major concepts, events, and themes in American history. Individual research and critical thinking and writing skills are emphasized. The purpose of this course is to prepare students for the rigor of a college course as well as prepare them to be successful on the exam which offers an opportunity to earn college credit. College credit may be granted to students based on their AP exam score and course grade. The course satisfies the United States History I and II graduation requirement.

**Prerequisite:** Students must complete a comprehensive summer assignment in order to meet the pacing needs of the Advanced Placement United States History course.

# **Syllabus**

## **Objectives:**

Students will:

1. Identify and explain historical developments and processes.
2. Analyze sourcing and situation of primary and secondary sources.
3. Analyze arguments in primary and secondary sources.
4. Analyze patterns and connections between and among historical developments and processes, using the historical reasoning processes of comparison, causation, and continuity and change over time.
5. Develop and defend an argument.

Curricular Requirements
<b>CR1a-</b> The course includes a college level U.S. history textbook.
<b>CR1b-</b> The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
<b>CR1c-</b> The course includes secondary sources written by historians or scholars interpreting the past.
<b>CR2-</b> Each of the course's historical periods receives explicit attention.
<b>CR3-</b> The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.
<b>CR4-</b> The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History Curriculum Framework.
<b>CR5-</b> The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.
<b>CR6-</b> The course provides opportunities for students to identify and evaluate diverse historical interpretations.
<b>CR7-</b> The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
<b>CR8-</b> The course provides opportunities for students to examine relationships between causes and consequences of events or processes.
<b>CR9-</b> The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes.
<b>CR10-</b> The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts.
<b>CR11-</b> The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.

### AP United States History Course Outline

Chapters in Textbook	Topic Covered
1- A New World	Period 1 1491-1607
	Pre-Columbian Societies
	European Contact
	The Columbian Exchange
Period 1 Quiz	Chapter 1
2- Beginnings of English America, 1607-1660	Period 2 1607-1754
	Colonization of Jamestown
	New England and Middle Colonies
3- Creating Anglo-America, 1660-1750	Colonial Life and Conflicts
4- Slavery, Freedom, and the Struggle for Empire, to 1763	Slavery
Period 1 and 2 Test	Chapters 1, 2, 3, and 4
5- The American Revolution, 1763-1783	Period 3 1754-1800
	French and Indian Wars
	Conflict Over Representation
6- The Revolution Within	American Revolution
7- Founding a Nation, 1783-1791	Articles and the Constitution
8- Securing the Republic, 1791-1815	Washington Presidency
	Adams Presidency
Period 3 Test	Chapters 5, 6, 7, and 8
8- Securing the Republic, 1791-1815	Period 4 1800-1848
	Jeffersonian Democracy

9- The Market Revolution, 1800-1840	Era of Good Feelings
10- Democracy in America, 1815-1840	Jacksonian Democracy
11- The Peculiar Institution and 12- An Age of Reform, 1820-1840	Second Great Awakening and Antebellum Reforms
Period 4 Test	Chapters 8, 9, 10, 11, and 12
	Period 5 1844-1877
13- A House Divided, 1840-61	Causes of the Civil War
14- A New Birth of Freedom: The Civil War, 1861-1865	Civil War
15- “What is Freedom?”: Reconstruction, 1865-1877	Reconstruction
Period 5 Test	Chapters 13, 14, and 15
16- America’s Gilded Age, 1870-1890	Period 6 1865-1898
	Second Industrial Revolution
	Urbanization and Immigration
17- Freedom’s Boundaries, At Home and Abroad, 1890-1900	Populism and Reforms
Period 6 Test	Chapters 16 and 17
	Period 7 1890-1945
18- Progressive Era, 1900-1916	Progressive Era
17- Freedom’s Boundaries, At Home and Abroad, 1890-1900	Imperialism
19- Safe for Democracy: The United States and World War I, 1916-1920	First World War
Midterm	Periods 1-7 Part 1
20- From Business Culture to Great Depression: The Twenties, 1920-1932	The Roaring 20s
	Great Depression
21- The New Deal 1932-1940	New Deal



22- Fighting for the Four Freedoms: World War II, 1941-1945	Second World War
Period 7 Part II Test	Chapters 20, 21, and 22
	Period 8 1945-1980
23- The United States and the Cold War, 1945-1953	Beginning of the Cold War
24- An Affluent Society, 1953-1960	1950s Culture
	Civil Rights Movement
25- The Sixties, 1960-1968	1960s
26- The Triumph of Conservatism, 1969-1980	1970s
Period 8 Test	Chapters 23, 24, 25, and 26
	Period 9 1980-Present
26- The Triumph of Conservatism, 1969-1980	Reagan Revolution
27- From Triumph to Tragedy, 1980-2001	End of the Cold War
28- A New Century and New Crises	Globalization
Period 9 Quiz	Chapters 26, 27, and 28
Review	All
AP Exam	All
Projects	

**Textbook and Practice Book:**

*Give Me Liberty: An American History*, Eric Foner, 2017

*United States History Advanced Placement Review*, Amsco, 2020

**Technology:**

Students use AP Classroom to practice all four parts of the exam, multiple choice, short answer, long essay, and document based questions.

**Tests:**

A chapter test/unit test is assigned for each topic. A final project will be assigned after the AP exam.

**AP Exam Review:**

Students are issued multiple choice quizzes to review content. Several long essay questions and document based questions are assigned as part of the two week review prior to the AP United States History Exam.

## Advanced Placement United States History Pacing Guide

Day(s)	Topic/Activity
1 - 7	<p style="text-align: center;">Period 1: Class introduction, Period 1 1491-1607</p> <p>Contextualizing Period 1 (1.1), Native American Societies Before European Contact (1.2), European Exploration in the Americas (1.3), Columbian Exchange, Spanish Exploration, and Conquest (1.4), Labor, Slavery, and Caste in the Spanish Colonial System (1.5), Cultural Interactions Between Europeans, Native Americans, and Africans (1.6), Causation in Period 1 (1.7)</p> <p>Assessments: AP Classroom Personal Progress Check 1 (Multiple Choice and Free Response), Period 1 Quiz</p>
8 - 21	<p style="text-align: center;">Period 2: 1607-1754</p> <p>Contextualizing Period 2 (2.1), European Colonization (2.2), The Regions of British Colonies (2.3), Transatlantic Trade (2.4), Interactions Between American Indians and Europeans (2.5), Slavery in the British Colonies (2.6), Colonial Society (2.7), Comparison in Period 2 (2.8)</p> <p>Assessments: AP Classroom Personal Progress Check 2 (Multiple Choice and Free Response), Period 1 and 2 Test</p>
22 - 38	<p style="text-align: center;">Period 3: 1754-1800</p> <p>Contextualizing Period 3 (3.1), The Seven Years' War (The French and Indian War) (3.2), Taxation Without Representation (3.3), Philosophical Foundations of the American Revolution (3.4), The American Revolution (3.5), The Influence of Revolutionary Ideals (3.6), The Articles of Confederation (3.7), The Constitutional Convention and Debates over Ratification (3.8), The Constitution (3.9) Shaping a New Republic (3.10), Developing an American Identity (3.11), Movement in the Early Republic (3.12), Continuity and Change in Period 3 (3.13)</p> <p>Assessments: AP Classroom Personal Progress Check 3 (Multiple Choice and Free Response), Period 3 Test</p>

39 - 55	<p>Period 4: 1800-1848</p> <p>Contextualizing Period 4 (4.1), The Rise of Political Parties and the Era of Jefferson (4.2), Politics and Regional Interests (4.3), America on the World Stage (4.4), Market Revolution: Industrialization (4.5), Market Revolution: Society and Culture (4.6), Expanding Democracy (4.7), Jackson and Federal Power (4.8), The Development of an American Culture (4.9), The Second Great Awakening (4.10), An Age of Reform (4.11), African Americans in the Early Republic (4.12), The Society of the South in the Early Republic (4.13), Causation in Period 4 (4.14)</p> <p>Assessments: AP Classroom Personal Progress Check 4 (Multiple Choice and Free Response), Period 4 Test</p>
56 - 65	<p>Period 5: 1844-1877</p> <p>Contextualizing Period 5 (5.1), Manifest Destiny (5.2), The Mexican–American War (5.3), The Compromise of 1850 (5.4), Sectional Conflict: Regional Differences (5.5), Failure of Compromise (5.6), Election of 1860 and Secession (5.7), Military Conflict in the Civil War (5.8), Government Policies During the Civil War (5.9), Reconstruction (5.10), Failure of Reconstruction (5.11), Comparison in Period 5 (5.12)</p> <p>Assessments: AP Classroom Personal Progress Check 5 (Multiple Choice and Free Response), Period 5 Test</p>
66 - 70	<p>Period 6: 1865-1898</p> <p>Contextualizing Period 6 (6.1), Westward Expansion: Economic Development (6.2), Westward Expansion: Social and Cultural Development (6.3), The “New South” (6.4), Technological Innovation (6.5), The Rise of Industrial Capitalism (6.6), Labor in the Gilded Age (6.7), Immigration and Migration in the Gilded Age (6.8), Responses to Immigration in the Gilded Age (6.9), Development of the Middle Class (6.10), Reform in the Gilded Age (6.11), Controversies over the Role of Government in the Gilded Age (6.12), Politics in the Gilded Age (6.13), Continuity and Change in Period 6 (6.14)</p> <p>Assessments: AP Classroom Personal Progress Check 6 (Multiple Choice and Free Response), Period 6 Test</p>
71 - 103	<p>Period 7: 1890-1945</p> <p>Contextualizing Period 7 (7.1), Imperialism: Debates (7.2), The Spanish–American War (7.3), The Progressives (7.4), World War I: Military and Diplomacy (7.5), World War I: Home Front (7.6), 1920s: Innovations in Communication and Technology (7.7), 1920s: Cultural and ARC Political Controversies (7.8), The Great Depression (7.9),</p>

	<p>The New Deal (7.10), Interwar Foreign Policy (7.11), World War II: Mobilization (7.12), World War II: Military (7.13), Postwar Diplomacy (7.14), Comparison in Period 7 (7.15)</p> <p>Assessments: AP Classroom Personal Progress Check 7 (Multiple Choice and Free Response), Midterm Exam, Period 7 Part II Test</p>
104 - 124	<p>Period 8: 1945-1980</p> <p>Contextualizing Period 8 (8.1), The Cold War from 1945 to 1980 (8.2), The Red Scare (8.3), Economy after 1945 (8.4), Culture after 1945 (8.5), Early Steps in the Civil Rights Movement (1940s and 1950s) (8.6), America as a World Power (8.7), The Vietnam War (8.8), The Great Society (8.9), The African American Civil Rights Movement (1960s) (8.10), The Civil Rights Movement Expands (8.11), Youth Culture of the 1960s (8.12), The Environment and Natural Resources from 1968 to 1980 (8.13), Society in Transition (8.14), Continuity and Change in Period 8 (8.15)</p> <p>Assessments: AP Classroom Personal Progress Check 8 (Multiple Choice and Free Response), Period 8 Test</p>
125 - 132	<p>Period 9: 1980-Present</p> <p>Contextualizing Period 9 (9.1), Reagan and Conservatism (9.2), The End of the Cold War (9.3), A Changing Economy (9.4), Migration and Immigration in the 1990s and 2000s (9.5), Challenges of the 21st Century (9.6), Causation in Period 9 (9.7)</p> <p>Assessments: AP Classroom Personal Progress Check 9 (Multiple Choice and Free Response), Period 9 Quiz</p>
133 - 146	<p>AP Exam Review</p> <p>Assessments: Practice Exams, Free Response, and Multiple Choice Practice Questions</p>
147	AP Exam
148-180	<p>Summative Projects</p> <p>Students will complete three projects. The first is an analysis of current events. Second, students will analyze the upcoming elections (gubernatorial, congressional, or presidential). Finally, students will complete a research project exploring their family histories and prepare a presentation for the class. Students will be given class time to work and research these projects.</p>

### New Jersey Student Learning for Social Studies (2020)

- 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.
- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess

the contributions of each group on the outcome of the war.

- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
- 6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
- 6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
- 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in

shaping contemporary American culture over different time periods.

- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the Civil War.
- 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative



impact of these practices on individuals and the nation and the need for government regulations.

- 6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
- 6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
- 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
- 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
- 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
- 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.

- 6.1.12.EconNE.9.c: Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
- 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.EconoNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
- 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
- 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.
- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of

nuclear weapons on world power, security, and national foreign policy.

- 6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
- 6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's laws in eliminating segregation and discrimination.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*).

- 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
- 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- 6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
- 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.
- 6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares

George HW Bush's Iraqi policy with George W. Bush's.

- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
- 6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights,

personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

- 6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.



### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for: English Language Arts (2016)**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

<b>8.1 Computer Science- Grade 9-12</b>	
	<b>Impacts of Computing</b>
	<b>The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.</b>
X	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Data &amp; Analysis</b>
	<b>Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.</b>
X	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
<b>8.2 Design Thinking- Grades 9-12</b>	
	<b>Interaction of Technology and Humans</b>
	<b>Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.</b>
X	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	<b>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.</b>
X	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	<b>Ethics &amp; Culture</b>
	<b>The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.</b>
X	8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</b> <b>9.1 FINANCIAL LITERACY - Grades 9 - 12</b>	
	<b>Financial Psychology</b>
	<b>To be fiscally responsible, an individual's finances should align with his or her values and goals.</b>
X	9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
	<b>Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.</b>
X	9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
X	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	<b>The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.</b>
X	9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
	<b>Civic Financial Responsibility</b>
	<b>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</b>
X	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
	<b>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</b>
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
	<b>Economic and Government Influence</b>
	<b>Tax rates vary based on your financial situation.</b>

X	9.1.12.EG.2: Explain why various forms of income are taxed.
	<b>There are different ways you can influence government policy to improve your financial situation.</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
	<b>Planning and Budgeting</b>
	<b>There are ways to align your investments with your personal financial goals.</b>
X	9.1.12.PB.1: Explain the difference between saving and investing.
	<b>Credit and Debit Management</b>
	<b>There are reasons and consequences to taking on debt.</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
	<b>Risk Management and Insurance</b>
	<b>Different types of insurance have different costs and protections.</b>
X	9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

<b>9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12</b>	
	<b>Career Awareness and Planning</b>
	<b>There are strategies to improve one's professional value and marketability.</b>
X	9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
	<b>An individual's income and benefit needs and financial plan can change over time.</b>
X	9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	<b>Understanding income involves an analysis of payroll taxes, deductions and earned</b>

	<b>benefits.</b>
X	9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
X	9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

<b>9.4 LIFE LITERACIES AND KEY SKILLS</b> <b>Grade 9-12</b>	
	<b>Creativity and Innovation</b>
	<b>With a growth mindset, failure is an important part of success.</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Digital Citizenship</b>
	<b>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. copyright restrictions.</b>
X	9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
X	9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
	<b>Information and Media Literacy</b>
	<b>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</b>
X	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
	<b>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</b>
X	9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations

	for an intended audience.
	<b>Media have embedded values and points of view.</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
X	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

<b>INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES</b>	
<i>The following social and emotional competencies are integrated in this curriculum document:</i>	
<b>Self-Awareness</b>	
X	Recognize one's own feelings and thoughts
	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges
<b>Self-Management</b>	
X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
<b>Social Awareness</b>	
X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of settings
<b>Responsible Decision Making</b>	
X	Develop, implement and model effective problem solving and critical thinking skills
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions
<b>Relationship Skills</b>	
X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed



Resources	
Student Resources	<ul style="list-style-type: none"> <li>• <i>United States History Preparing for the Advanced Placement Examination</i>, Amsco, 2020</li> <li>• AP Classroom - College Board</li> <li>• <i>People's History of the United States</i>, Howard Zinn, 2005</li> <li>• <i>The Second Democrates</i>, Juan Gines de Sepulveda</li> <li>• <i>The Destruction of the Indies</i>, Bartolome De Las Casas</li> <li>• Excerpts from "The National Experience" page 3-4, "We the People" 18-20, and "The American Experiment" 4-9, and "The American Pageant" 8-11</li> <li>• <u><i>The Patriot's History of the United States, Did Columbus Kill Most of the Indians?</i></u>, Larry Schweikart and Michael Allen</li> <li>• <i>New Visions, Old Stories: The Emergence of a New Indian History</i>, R. David Edmunds</li> <li>• <i>Change and Crisis: North America on the Eve of European Invasion</i>, Christopher Miller</li> <li>• <i>Instructions for the Virginia Colony</i>, The Virginia Company</li> <li>• <i>Conflict and Cooperation in the Southeast</i>, Powhatan</li> <li>• <i>England's First Enduring Colony</i>, John Smith</li> <li>• <i>Life in Early Virginia</i>, Sebastian Brandt</li> <li>• <i>Race War in Virginia</i>, Edward Waterhouse</li> <li>• <i>Virginia Slave Laws</i>, <a href="#">Digital History</a></li> <li>• <i>Maryland Act of Toleration</i>, Digital History</li> <li>• <i>The Mayflower Compact</i>, Digital History</li> <li>• <i>A Model of Christian Charity</i>, John Winthrop</li> <li>• <i>The Second Treatise on Government</i>, John Locke</li> <li>• <i>Letter to Her Father</i>, Elizabeth Sprigs</li> <li>• <i>The Albany Plan of Union</i>, British Colonies</li> <li>• <i>Defense of British Soldiers</i>, John Adams</li> <li>• <i>The Boston Massacre</i>, Paul Revere</li> <li>• The Sugar Act, British Parliament</li> <li>• The Stamp Act, British Parliament</li> <li>• The Currency Act, British Parliament</li> <li>• The Declaratory Act, British Parliament</li> <li>• The Quartering Act, British Parliament</li> <li>• The Townshend Acts, British Parliament</li> <li>• <i>The Declaration of Independence</i>, Second Continental Congress</li> <li>• <i>The Omitted Paragraph</i>, Thomas Jefferson</li> <li>• <i>Common Sense</i>, Thomas Paine</li> <li>• The Articles of Confederation, Second Continental Congress</li> </ul>

	<ul style="list-style-type: none"> <li>• United States Constitution</li> <li>• Proclamation on the Whiskey Rebellion, George Washington</li> <li>• Farewell Address, George Washington</li> <li>• Gettysburg Address, Abraham Lincoln</li> <li>• First Inaugural Address, Abraham Lincoln</li> <li>• Emancipation Proclamation, Abraham Lincoln</li> <li>• Second Inaugural Address, Abraham Lincoln</li> <li>• Images of Richmond, 1865, Mathew Brady</li> <li>• The 13th, 14th, and 15th Amendments</li> <li>• “The Conquered Provinces”, Thaddeus Stevens</li> <li>• “On Readmission”, Alexander Stevens</li> <li>• “The Composite Nation”, Frederick Douglass</li> <li>• <u>The Federal Government and Racism</u>, Leon Litwak</li> <li>• <u>The Oppressive Mississippians</u>, James Silver</li> <li>• <u>The Tragic Southerner</u>, Charles Sellers</li> <li>• <u>The Differences Between the Antebellum North and South</u>, James McPherson</li> <li>• <u>Reconstruction: The Revolution That Failed</u>, George McGregor Burns</li> <li>• <i>Thirty Years of Labor</i>, Terance Powerderly</li> <li>• <i>Wealth</i>, Andrew Carnegie</li> <li>• <i>Rugged Individualism</i>, Herbert Hoover</li> <li>• <i>The Man With the Muckrake</i>, Theodore Roosevelt</li> <li>• Declaration of War, Woodrow Wilson</li> <li>• Day of Infamy Speech, Franklin Roosevelt</li> <li>• <i>The Man and the Hat</i>, Franklin Roosevelt</li> <li>• <u>Only Yesterday</u>, Frederick Lewis Allan</li> <li>• “White Man’s Burden”, Rudyard Kipling</li> <li>• “Poor Man’s Burden”, George McNeill</li> <li>• <i>Are Artists Workers?</i>, Elizabeth Broun</li> <li>• <i>The Hundred Days and Beyond</i>, Anthony Badger</li> <li>• <i>The Great Depression Overview</i>, David M. Kennedy</li> <li>• <i>The WPA: Antidote to the Depression?</i>, Nick Taylor</li> <li>• <i>Women and the Great Depression</i>, Susan Ware</li> <li>• <i>The Open Door Policy and the Boxer War: The War With China</i>, Warren I. Cohen</li> <li>• <i>Fighting for Democracy in World War I - Overseas and Over Here</i>, Maurice Jackson</li> <li>• Farewell Address, Dwight D. Eisenhower</li> <li>• Recommendations on the Bracero Program, U.S. Congress</li> <li>• NSC-68, Harry Truman</li> <li>• “Times They Are A-Changin’”, Bob Dylan</li> <li>• “A Crisis of Confidence”, James Carter 50</li> </ul>
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	<ul style="list-style-type: none"> <li>● <i>America Divided: The Civil War of the 1960's</i>, Maurice Isserman and Michael Kazin</li> <li>● <i>All Shook Up: How Rock and Roll Changed America</i>, Glenn Altschuler</li> <li>● <i>Before the Storm: Barry Goldwater and the Unmaking of the American Consensus</i>, Rick Perlstein</li> <li>● First Inaugural, Ronald Reagan</li> <li>● Contract With America, United States Republican Party</li> <li>● <i>Income Inequality is Not a Myth</i>, Derek Thompson</li> <li>● “National Address, September 11, 2001”, George W. Bush</li> <li>● “A More Perfect Union”, Barack Obama</li> </ul>
<b>Teacher Resources</b>	<ul style="list-style-type: none"> <li>● <i>Historical Thinking Skills</i>, John P. Irish</li> <li>● <i>United States History Advanced Placement Review</i>, Amsco, 2020</li> <li>● <i>AP U.S. History 2020</i>, Kaplan</li> </ul>

## Accommodations

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

*(Note: AP courses satisfying the College Board requirements can not be modified.)*

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:

**Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

**High Achieving:**

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

**Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater

- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team:  
<http://www.adlit.org/strategies/22371/>.



**AP**

**INCLUDES**

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

# AP<sup>®</sup> U.S. History

**COURSE AND EXAM DESCRIPTION**

Effective  
Fall 2020



# AP<sup>®</sup> U.S. History

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## COURSE AND EXAM DESCRIPTION

Effective  
**Fall 2020**

**AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY**

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

## About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit [collegeboard.org](https://collegeboard.org).

## AP Equity and Access Policy

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

Designers: Sonny Mui and Bill Tully

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**Timothy Thurber**, *Virginia Commonwealth University, Richmond, VA*

## College Board Staff

**John C. Baran Jr.**, *Director, AP Instructional Design and PD Resource Development*  
**Cheryl Harmon**, *Senior Director, AP Instructional Design and PD Resource Development*  
**Chad Hoge**, *Director, AP U.S. History Content Development*  
**Daniel McDonough**, *Senior Director, AP Content Integration*  
**Allison Milverton**, *Director, AP Curricular Publications*  
**Allison Thurber**, *Executive Director, AP Curriculum and Assessment*

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# About AP

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

## AP Course Development

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

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

is able to provide teachers and students with formative assessments—Personal Progress Checks—that teachers can assign throughout the year to measure students' progress as they acquire content knowledge and develop skills.

## Enrolling Students: Equity and Access

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

## Offering AP Courses: The AP Course Audit

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

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

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

Please visit [collegeboard.org/apcourseaudit](https://collegeboard.org/apcourseaudit) for more information to support the preparation and submission of materials for the AP Course Audit.

## How the AP Program Is Developed

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

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

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

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

## How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response

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

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

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

## Using and Interpreting AP Scores

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

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



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

#### BECOMING AN AP READER

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

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

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college

educators—make improvements to the way they teach or score because of their experience at the AP Reading.

- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check [collegeboard.org/apreading](https://collegeboard.org/apreading) for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

#### How to Apply

Visit [collegeboard.org/apreading](https://collegeboard.org/apreading) for eligibility requirements and to start the application process.

# AP Resources and Supports

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

## AP Classroom

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



### UNIT GUIDES

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



### PERSONAL PROGRESS CHECKS

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



### PROGRESS DASHBOARD

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



### AP QUESTION BANK

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

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

## Digital Activation

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

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

To complete digital activation:

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

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

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

# Instructional Model

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



## Plan

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

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



## Teach

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

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



## Assess

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

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

# About the AP U.S. History Course

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

## College Course Equivalent

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

## Prerequisites

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

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AP U.S. HISTORY

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# Course Framework





# Introduction

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

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

## The Inclusion of Names and Specific Historical Examples

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

historical examples. Each teacher is responsible for selecting specific individuals, events, and documents for student investigation of the material in the course framework.

## The Founding Documents

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

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

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# Course Framework Components

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## Overview

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

### The course framework includes two essential components:

#### 1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES

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

#### 2 COURSE CONTENT

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

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## AP U.S. HISTORY

# Historical Thinking Skills and Reasoning Processes

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

### Historical Thinking Skills

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

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

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



# AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
<b>Developments and Processes</b> 1.1 Identify and explain historical developments and processes.	<b>Sourcing and Situation</b> 2.1 Analyze sourcing and situation of primary and secondary sources.	<b>Claims and Evidence in Sources</b> 3.1 Analyze arguments in primary and secondary sources.	<b>Contextualization</b> 4.1 Analyze the context of historical events, developments, or processes.	<b>Making Connections</b> 5.1 Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

SKILLS				
<b>1.A</b> Identify a historical concept, development, or process.  <b>1.B</b> Explain a historical concept, development, or process.	<b>2.A</b> Identify a source's point of view, purpose, historical situation, and/or audience.  <b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.  <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>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.  <b>3.B</b> Identify the evidence used in a source to support an argument.  <b>3.C</b> Compare the arguments or main ideas of two sources.  <b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.  <b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	<b>5.A</b> Identify patterns among connections between historical developments and processes.  <b>5.B</b> Explain how a historical development or process relates to another historical development or process.

AP Historical Thinking Skills	
Skill 1	Skill 2
<b>Developments and Processes</b> 1.1 Identify and explain historical developments and processes.	<b>Sourcing and Situation</b> 2.1 Analyze sourcing and situation of primary and secondary sources.
SKILLS	
<b>1.A</b> Identify a historical concept, development, or process.  <b>1.B</b> Explain a historical concept, development, or process.	<b>2.A</b> Identify a source's point of view, purpose, historical situation, and/or audience.  <b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.  <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.



AP HISTORY

## Reasoning Processes

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

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
<i>Comparison</i>	<i>Causation</i>	<i>Continuity and Change</i>
<ul style="list-style-type: none"><li>▪ 1.i: Describe similarities and/or differences between different historical developments or processes.</li><li>▪ 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.</li><li>▪ 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.</li></ul>	<ul style="list-style-type: none"><li>▪ 2.i: Describe causes and/or effects of a specific historical development or process.</li><li>▪ 2.ii: Explain the relationship between causes and effects of a specific historical development or process.</li><li>▪ 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.</li><li>▪ 2.iv: Explain how a relevant context influenced a specific historical development or process.</li><li>▪ 2.v: Explain the relative historical significance of different causes and/or effects.</li></ul>	<ul style="list-style-type: none"><li>▪ 3.i: Describe patterns of continuity and/or change over time.</li><li>▪ 3.ii: Explain patterns of continuity and/or change over time.</li><li>▪ 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</li></ul>

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# Course Content

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

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

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

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

## ANOTE ABOUT PERIODIZATION

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

### TOPICS

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

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

Units	Exam Weighting
<b>Unit 1:</b> Period 1: 1491–1607	<b>4–6%</b>
<b>Unit 2:</b> Period 2: 1607–1754	<b>6–8%</b>
<b>Unit 3:</b> Period 3: 1754–1800	<b>10–17%</b>
<b>Unit 4:</b> Period 4: 1800–1848	<b>10–17%</b>
<b>Unit 5:</b> Period 5: 1844–1877	<b>10–17%</b>
<b>Unit 6:</b> Period 6: 1865–1898	<b>10–17%</b>
<b>Unit 7:</b> Period 7: 1890–1945	<b>10–17%</b>
<b>Unit 8:</b> Period 8: 1945–1980	<b>10–17%</b>
<b>Unit 9:</b> Period 9: 1980–Present	<b>4–6%</b>

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

## Themes

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

### **THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)**

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

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

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

### **THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)**

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

### **THEME 4: MIGRATION AND SETTLEMENT (MIG)**

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

### **THEME 5: POLITICS AND POWER (PCE)**

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

### **THEME 6: AMERICA IN THE WORLD (WOR)**

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

### **THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)**

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

### **THEME 8: SOCIAL STRUCTURES (SOC)**

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

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## Spiraling the Themes

The following table shows how the themes spiral across units.

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



# Course at a Glance

## Plan

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

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

## Teach

### HISTORICAL THINKING SKILLS

*Historical thinking skills spiral across units.*

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

### THEMES

*Themes spiral across units.*

<b>NAT</b> American and National Identity	<b>PCS</b> Politics and Power
<b>WXT</b> Work, Exchange, and Technology	<b>WOW</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		UNIT 2 Period 2: 1607–1754	
~8 Class Periods		~14 Class Periods	
4–6% AP Exam Weighting		6–8% AP Exam Weighting	
4	1.1 Contextualizing Period 1	4	2.1 Contextualizing Period 2
GEO 1	1.2 Native American Societies Before European Contact	MIG 1	2.2 European Colonization
WOR 1	1.3 European Exploration in the Americas	GEO 3	2.3 The Regions of British Colonies
GEO 3	1.4 Columbian Exchange, Spanish Exploration, and Conquest	WXT 5	2.4 Transatlantic Trade
SOC 5	1.5 Labor, Slavery, and Caste in the Spanish Colonial System	WOR 2	2.5 Interactions Between American Indians and Europeans
WOR 3	1.6 Cultural Interactions Between Europeans, Native Americans, and Africans	WXT 5	2.6 Slavery in the British Colonies
5	1.7 Causation in Period 1	ARC 1	2.7 Colonial Society and Culture
		NAT 1	
		8	2.8 Comparison in Period 2

### 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)

### Personal Progress Check Unit 2

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

- Primary source
- Primary source

Free-response: 1 question  

- Long essay (partial)

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

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UNIT 3 Period 3: 1754–1800	
~17 Class Periods	10–17% AP Exam Weighting
4	3.1 Contextualizing Period 3
WOR 1	3.2 The Seven Years' War (The French and Indian War)
WOR 2	3.3 Taxation Without Representation
NAT 2	3.4 Philosophical Foundations of the American Revolution
WOR 6	3.5 The American Revolution
SOC WOR 3	3.6 The Influence of Revolutionary Ideals
PCE 3	3.7 The Articles of Confederation
PCE 3	3.8 The Constitutional Convention and Debates over Ratification
PCE 5	3.9 The Constitution
WOR PCE 2	3.10 Shaping a New Republic
ARC 1	3.11 Developing an American Identity
MIO SOC 5	3.12 Movement in the Early Republic
8	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
8	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 8	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 8	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
4	9.1 Contextualizing Period 9
PCE 3	9.2 Reagan and Conservatism
WOR 1	9.3 The End of the Cold War
WXT 1	9.4 A Changing Economy
MIG 2	9.5 Migration and Immigration in the 1990s and 2000s
WOR 2	9.6 Challenges of the 21st Century
6	9.7 Causation in Period 9

#### Personal Progress Check Unit 9

Multiple-choice: ~20 questions

Short-answer: 2 questions

- Secondary source
- No stimulus

Free-response: 1 question

- Document-based

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## AP U.S. HISTORY

# Unit Guides

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### Introduction

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

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## Using the Unit Guides

**UNIT 1** 4–6<sup>th</sup> AP U.S. History 7–9<sup>th</sup> U.S. History

**Period 1: 1491–1607**

**UNIT AT A GLANCE**

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
1.A	Contextualizing Period 1	Continuity and Change	Identify and describe a historical context that shapes historical development or process.	
1.B	Native American Societies Before European Contact	Comparison	Identify historical context, development, or process.	
1.C	European Exploration in the Americas	Causation	Identify historical context, development, or process.	
1.D	Columbian Exchange, Spanish Exploration, and Contact	Causation	Identify and describe a claim and/or argument that connects non-first-hand sources.	
1.E	Labor, Slavery, and Death in the Spanish Colonial System	Causation	Identify patterns and/or connections between historical development and process.	
1.F	Cultural Interactions Between Europeans, Native Americans, and Africans	Comparison	Identify the evidence used in a source to support an argument.	
1.G	Conclusion to Period 1	Causation	Make a historically defensible claim.	

Go to AP Classroom to assign the Personal Progress Check for Unit 1. Review the reader to closely identify and address any student misconceptions.

AP U.S. History Course and Exam Description Course Framework V.1 | 30

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

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

**UNIT 1** Period 1: 1491–1607

**SAMPLE INSTRUCTIONAL ACTIVITIES**

The sample activities on this page are optional and are offered to provide possible ways to integrate instructional approaches into the classroom. Teachers do not need to use these activities and can freely alter or omit them. The sample activities are designed to partner with teachers who use the AP Classroom to share and support their approach to teaching and/or the sample activities. Teachers are encouraged to adapt these activities to their own teaching style and to their own classroom.

Activity	Topic	Sample Activity
1	1.B	<b>Storyboarding</b> 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 5. Explain how and why various native populations in the period of Indian-European contact interacted with the main movement of North America, and present their ideas to the class. Then, use a whole-group discussion to assess students' understanding of the complexity of the societies that were in contact with European contact.
2	1.D	<b>Guided Discussion</b> Ask students to investigate the causes of the Columbian Exchange and the effects of European contact on the Americas in the period after 1492. Through small- and whole-group discussion, ask students to identify the positive and negative effects of the Columbian Exchange.
3	1.E	<b>Quickwrite</b> Assign students for the free-response question on the AP Exam that asks students to explain the impact of the Columbian Exchange on the Americas. Ask students to identify the positive and negative effects of the Columbian Exchange on the Americas in the period after 1492. Through small- and whole-group discussion, ask students to identify the positive and negative effects of the Columbian Exchange on the Americas in the period after 1492.

**Unit Planning Notes**

Use these notes to plan your approach to the unit. Consider the ways you will guide the unit, which specific historical figures, groups, or events you will use to illustrate the conceptual material in the historical development documents, where you will incorporate writing and/or graphic, and which primary and secondary sources you will use.

AP U.S. History Course and Exam Description Course Framework V.1 | 31

The **Sample Instructional Activities** page includes optional activities that can help teachers tie together the content and skill of a particular topic. Additionally, this page offers space for teachers to make notes on their approach to the individual topics and the unit as a whole.

## Using the Unit Guides

Period 1: 1491–1607

**UNIT 1**

**TOPIC 1.1**  
**Contextualizing Period 1**

Spending two periods helping students understand a context for the unit. Considering the unit's two concepts, how contextualized, select one or more which your students will most need context.

To understand context, your students could examine:

- Change from order continuity with preceding historical developments.
- Six to five social differences with contemporary historical developments in different regions or geographic areas.

Wherever possible, tie up or include relevant prior knowledge, and/or for this contextualization focus in historical sources related to varying, for instance, as visual, oral, or written texts, or conduct an activity that engages students in exploring context.

**Required Course Content**

**LEARNING OBJECTIVE**  
**Use Learning Objectives**  
Explain the context for 3 major developments in the Americas from 1491 to 1607.

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

continued on next page

AP U.S. History Course and Exam Description | Course Framework V.1 | 27

### FIRST AND FINAL TOPIC PAGES IN EACH UNIT

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

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

Period 1: 1491–1607

**UNIT 1**

**TOPIC 1.2**  
**Native American Societies Before European Contact**

**Required Course Content**

**THEMATIC FOCUS**  
**Geography and the Environment**  
Geographic and environmental factors, including competition over arable lands and natural resources, shaped the development of American and other regional diversity. The development of America impacts the environment, geographic diversity, geography which leads to debate about environmental geographic issues.

**LEARNING OBJECTIVE**  
**Use Learning Objectives**  
Explain how geography and the environment shaped the development of American and other regional diversity. The development of America impacts the environment, geographic diversity, geography which leads to debate about environmental geographic issues.

**HISTORICAL DEVELOPMENTS**  
**MC.1.1**  
The spread of maize cultivation from present-day Mexico to the present-day United States, and the spread of maize cultivation from present-day Mexico to the present-day United States, and the spread of maize cultivation from present-day Mexico to the present-day United States.  
**MC.1.2**  
Societies responded to the aridity of the Great Plains and the presence of the western Great Plains by developing highly mobile lifestyles.  
**MC.1.3**  
In the Northeast, the Mississippi Valley, and along the Atlantic seaboard, societies used to develop and maintain social and political structures that supported the development of permanent villages.  
**MC.1.4**  
Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some cases, developed agricultural practices supported by the use of irrigation.

AP U.S. History Course and Exam Description | Course Framework V.1 | 28

### TOPIC PAGES

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

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

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

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

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

AP U.S. HISTORY

UNIT 1

Period 1:  
1491–1607



**4–6%**

AP EXAM WEIGHTING



**~8**

CLASS PERIODS

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AP

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)



<div>UNIT</div> <div>1</div>	<b>4–6%</b> AP EXAM WEIGHTING	<b>~8</b> CLASS PERIODS
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## Period 1: 1491–1607

### UNIT AT A GLANCE

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

# UNIT 1

Period 1: 1491–1607

## 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	<b>Shared Inquiry</b> 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.
2	1.4	<b>Guided Discussion</b> 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.
3	1.6	<b>Quickwrite</b> 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.



### 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-1.1.1

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

*continued on next page*

UNIT  
1

Period 1: 1491–1607

**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 **OE**

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.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.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.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.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”

UNIT  
1

Period 1: 1491–1607

SUGGESTED SKILL



*Developments  
and Processes*

1.A

Identify a historical  
concept, development,  
or process.

TOPIC 1.3

# European Exploration in the Americas

## 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-1.2.1.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-1.2.1.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-1.2.1.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-1.2.11.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.

# UNIT 1

Period 1: 1491–1607

## 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 **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 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.ILB

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.ILC

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.ILD

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”](#)

UNIT  
1

Period 1: 1491–1607

**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 0

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-1.1.1

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

*continued on next page*

UNIT  
1

Period 1: 1491–1607

**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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AP

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

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

### **Personal Progress Check 2**

**Multiple-choice: ~20 questions**

**Short-answer: 2 questions**

- Primary source
- Primary source

**Free-response: 1 question**

- Long essay (partial)



UNIT 2	6–8% AP EXAM WEIGHTING	~14 CLASS PERIODS
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## Period 2: 1607–1754

### UNIT AT A GLANCE


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

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## UNIT 2

Period 2: 1607–1754

### UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~14 CLASS PERIODS
	<b>2.B</b> 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>	
	Go to <a href="#">AP Classroom</a> 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	<b>Graphic Organizer</b> 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.
2	2.4	<b>Create Representations</b> 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.
3	2.6	<b>Jigsaw</b> 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.



### 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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## UNIT 2

Period 2: 1607–1754

### 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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### 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-2.1.1.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-2.1.1.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-2.1.1.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 **OE**

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.

continued on next page

UNIT  
**2**

Period 2: 1607–1754

**HISTORICAL DEVELOPMENTS**


**KC-2.1.1LE**

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.

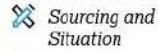
## KC-2.1.III.B

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



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.

*continued on next page*

UNIT  
**2**

Period 2: 1607–1754

**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 2: Learning Objective G**

Explain how enslaved people responded to slavery.

**HISTORICAL DEVELOPMENTS**


**KC-2.2.IIC**

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 1**

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](#)

**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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AP

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</b> Contextualizing Period 3	Continuity and Change	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	
WOR	<b>3.2</b> The Seven Years' War (The French and Indian War)	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
	<b>3.3</b> Taxation Without Representation	Causation	<b>2.A</b> Identify a source's point of view, purpose, historical situation, and/or audience.	
NAT	<b>3.4</b> Philosophical Foundations of the American Revolution	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</b> The American Revolution	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</b> The Influence of Revolutionary Ideals	Comparison	<b>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.	

*continued on next page*

# UNIT 3

Period 3: 1754–1800

## 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>8.3</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>8.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>6.3</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 <b>AP Classroom</b> 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	<b>Match Claims and Evidence</b> 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.
2	3.4	<b>Fishbowl</b> 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.
3	3.8	<b>Close Reading</b> 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.
4	3.10	<b>Critique Reasoning</b> 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.



### 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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## UNIT 3

Period 3: 1754–1800

### 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-3.1.1

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-3.1.1I

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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**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.1**

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-3.1.1.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-3.1.1.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-3.1.1.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.

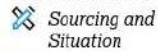
## KC-3.1.II.C

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



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** **1.A.1**

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-3.2.1.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-3.2.1.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** **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 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 0

Describe the global impact of the American Revolution.

### HISTORICAL DEVELOPMENTS

#### KC-3.2.1.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.IA**

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

**KC-3.2.IIB**

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.IC**

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 1

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

## HISTORICAL DEVELOPMENTS

**KC-3.2.II.C.1**

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

### 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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#### 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”](#)

**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.III.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-3.3.1.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-3.3.1.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 0

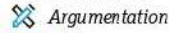
Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.

### HISTORICAL DEVELOPMENTS

#### KC-3.2.II.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



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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**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.1**

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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AP

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</b> Contextualizing Period 4	Continuity and Change	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	
<b>PCE</b>	<b>4.2</b> The Rise of Political Parties and the Era of Jefferson	Causation	<b>2.A</b> Identify a source's point of view, purpose, historical situation, and/or audience.	
	<b>4.3</b> Politics and Regional Interests	Comparison	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
<b>WOR</b>	<b>4.4</b> America on the World Stage	Causation	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
<b>WXT</b>	<b>4.5</b> Market Revolution: Industrialization	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>	
	<b>4.6</b> Market Revolution: Society and Culture	Comparison	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
<b>SOC</b>				

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# UNIT 4

Period 4: 1800–1848

## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
PCE	<b>4.7</b> Expanding Democracy	Causation	<b>1.3</b> Explain a historical concept, development, or process.	
	<b>4.8</b> Jackson and Federal Power	Continuity and Change	<b>3.9</b> Explain how claims or evidence support, modify, or refute a source's argument.	
ARC	<b>4.9</b> The Development of an American Culture	Causation	<b>4.8</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>4.10</b> The Second Great Awakening	Causation	<b>5.3</b> Explain how a historical development or process relates to another historical development or process.	
	<b>4.11</b> An Age of Reform	Comparison	<b>3.8</b> Identify the evidence used in a source to support an argument.	
SOC	<b>4.12</b> African Americans in the Early Republic	Continuity and Change	<b>3.9</b> Explain how claims or evidence support, modify, or refute a source's argument.	
GEO	<b>4.13</b> The Society of the South in the Early Republic	Causation	<b>1.3</b> Explain a historical concept, development, or process.	
	<b>4.14</b> Causation in Period 4	Causation	<b>6.C</b> Use historical reasoning to explain relationships among pieces of historical evidence.	
 Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 4. 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	4.2	<b>Debriefing</b> 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.
2	4.5	<b>Self/Peer Revision</b> 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.
3	4.8	<b>Questioning the Text</b> 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.
4	4.9–4.11	<b>Socratic Seminar</b> 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.



### 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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## UNIT 4

### Period 4: 1800–1848

#### 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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**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.

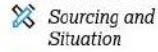
**KC-4.3.I**

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



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-4.1.1.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-4.1.1.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-4.3.1.A.1**


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-4.1.1.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.

## UNIT 4

Period 4: 1800–1848

### 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****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-4.2.1.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-4.2.1.B**

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


**KC-4.2.1.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-4.2.1.H**

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**


 **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

 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 **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 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.III.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.III.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.III.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 0


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

### HISTORICAL DEVELOPMENTS

#### KC-4.1.1

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-4.1.1.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-4.3.1.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.

NEPTUNE TOWNSHIP SCHOOL DISTRICT  
Office of the Superintendent  
60 Neptune Blvd.  
Neptune, NJ 07753

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