



AP United States History, Mr. Martin 2023-2024

Martim1@fultonschools.org

Learning Platform is Canvas – posting resources there, including a full copy of this doc.

Text 1: [District adopted, and issued to students]:

America's History: For the AP* Course (9th Edition), by James A. Henretta, Robert O. Self, Rebecca Edwards, Eric Foner, Hardcover, 1168 Pages, Published 2018. ISBN-978-1319065072. New Cost: 182.73

Text 2: [College-level paperback copy is required for the students to acquire; also available in pdf form online]:

America: A Narrative History, (9th Edition preferred), by George Brown Tindall & David Emory Shi, 2013, 2010, 2007, 2004, 1999, 1992, 1988, 1984 by W. W. Norton & Company, Inc

Course Description*

This course is designed to provide an overview of United States History. For a detailed list of example primary and secondary sources, please scroll past the local school policies outlined below to see specific unit breakdown (with resources) attached in tables for each of the titled Unit/Time Periods listed below.

Units of study are indicated below: [Semester 1 in bold below]

Time Period 1, 1492-1607 – Precolonial United States, European Explorers impact Indigenous peoples (1wk)

Time Period 2, 1607-1754 – Colonial Foundations of predominately British and Dutch N. America (3wk, end 8-30)

Time Period 3, 1754-1800 – Three Euro Powers in North America, and American Revolution (3-4wk, end 9-20)

Time Period 4, 1800-1848 – Westward Expansion, Moral Awakening, Abolition, Rise of « **Popular Sovereignty** »

Time Period 5, 1844-1877 – Sectionalism, Civil War, and Reconstruction

Time Period 6, 1865-1898 – Post-Civil War Industrialization [Note - This will be begun in Sem 1, completed Sem 2]

Time Period 7 1890-1945 – Progressivism, Two Wars, & Rise of a Modern American Empire

Time Period 8 1945-1980 – Post WW2, Cold War, Proxy Wars, Vietnam, and

Time Period 9 1974-Present – Conservative retrenchment, End of Cold War, and the New Millennium

Course Requirements: Internet, school device, extensive reading, and Socratic-styled round-table discussions of other secondary texts and primary sources. Expectation of discussion and writing sufficient to analyze and interpret primary and secondary sources of American History, as well as discursive contextualization of the visual sources of North American history, and its regional cultural streams of popular music, arts, crafts, foodways, and architecture.

Students will review: <https://apcentral.collegeboard.org/about-ap/what-ap-stands-for>
[AP® U.S. History Course and Exam Description \[Effective Fall 2020\]](#)

Assessments [Weights]: Major, Minor, and Practice Assessments

First and Second Semester

Practice – 10

Major – 55 [MCQs, Free-Response Prompts – to include Document-Based Questions]

Minor – 35

Classroom Rules:

1. **Arrive on time, ready to learn.** Prepare to focus and engage. (...per school board policy, attendance taken daily. Tardy will count. *Cell phone policy – Phones are silenced and stored in wall pockets)
2. **Pre-Prepare for class.** Please READ any assigned textbook passages or primary sources.
3. **Communicate with respect...**to the teacher, to the other students, and to any class visitors.
4. **Have integrity and self-direction:** You are responsible for ANY work, directions, etc., that you may miss while absent or out of this class. Please do not copy or cut-paste, unless I have asked you specifically to "Pair-Share" something that you are working on. *

Honor Code Violation: For instances involving academic dishonesty, students are referred to their administrator and issued a consequence. The assignment will receive a grade of "0". The teacher MUST contact the student, parent/guardian via phone on the day of the incident and has to enter the violation into Infinite Campus. An Honor Code Violation is placed in the student's permanent discipline record.

First offense:

1. Teacher contacts the parent/guardian via phone on the day of the incident and enter the violation into Infinite Campus.
2. Consequences as follows:
 - Assignment receives a zero –assignment not eligible for recovery (teacher)
 - Opportunity School – 4 Hours (administration)
 - Honor Code Violation is placed on the student's permanent discipline file (administration)

Second or more offenses:

1. The teacher must contact the parent/guardian via phone on the day of the incident and enter the violation into Infinite Campus.
2. Consequences:
 - Assignment receives a zero - assignment not eligible for recovery (teacher)
 - In School Suspension (ISS if administration deems necessary)
 - Awards and organization consideration (National Honor Society, Beta, etc.), clubs, class officers, and teacher/counselor recommendations will be revoked (administration)
 - Honor Code Violation is placed on the student's permanent discipline file (administration)

Teacher Availability: Please feel free to contact your teacher at any point during the semester with questions or concerns. The best way to get in touch is email and/or teachers will be available during school-wide office hours.

Please read over this syllabus carefully. Both students and parents are to sign the syllabus verification form. Your signature indicates that you have read the syllabus and are aware of class policies, requirements, grading policies and teacher contact information. As previously mentioned, feel free to contact your teacher at any time with comments, concerns, or questions. We look forward to working with both parents and students to make this semester/year successful!

Recovery Policy: Please review attached school-wide policies and procedures (per over-arching FCS BOE County Policy).

NOTE: For the following period units, **multiple online repositories of primary sources will be used and consulted.** Further, there will be at least 8 activities outlined below. The student activities (e.g., essays, classroom debates, oral presentations, etc.) will each relate to one of the eight themes. **Several specific examples of primary sources from each category are identified below and included below each unit header**, but certainly not all that will be used in the course:

- Textual (documents)
- Visual (images or artwork)
- Maps
- Quantitative (charts, tables, graphs); student-generated sources are not acceptable


Please review other examples (identified by title and author) of scholarly secondary sources beyond the course textbook (e.g., journal articles, critical reviews, monographs).

Utilizing a graphical organizing tool and method called "HAPPY" (or "APPARTS") with a PowerPoint entitled "180 Documents in 180 days," students will describe, analyze, interpret, and evaluate important primary and secondary documents and visual sources of history (for example, primary source excerpt, a fine art painting or portrait, a popular historical graphic, [e. g. Boston Massacre, by Paul Revere], maps, charts, tables, and graphs). When one of docs is displayed, students will be cued to read, annotate, think-talk-jot responses that are factually descriptive, analytical, and interpretive of the historical and social contexts of each source.

*Journalists might refer to this method or approach to sources as 5Ws and How? (Who, what, when, where, why written? How published, and how did that work out for them at the time)

Historical Contexts? Describe known facts.	<u>What</u> is happening in the <u>when</u> ? – Describe the time and place setting of the document or the visual? Carefully consider the surrounding facts, the dating, using historical thinking skills, like explaining change over time (compare to preceding events), any disputes involved, and the political, cultural, economic setting(s).
Audience & Creator?	To <u>whom</u> is the document addressed, and from whom [who wrote or created – if known]? Consider: politicians, editors, competitors, government officials, public, self, family, friend.
Purpose(s)?	Why is the author writing the document? What is their motivation? <u>Signal words</u> : “ <i>Synonyms for says</i> ” – author intends, contends, proves, reasons, proposes, enlightens, argues, responds, persuades, dissuades, defends, criticizes, portrays, confirms, negates, or demonstrates. Is this intended for private or public consumption?
Point of View	What is the point of view of the author? <u>Signal words</u> : supports, advocates, agrees, disagrees, implies, asserts, illustrates, laments, decries, alerts, attempts to caution the public, sell, or market the idea or ideal of . . . <u>[fill-in]</u>
“Y” is this important?	How does this document explain or support a key concept or a historical argument? <u>Signal words</u> : Exemplifies, connects, demonstrates, supports, accentuates, highlights, clarifies, provides evidence for, informs, cautions, celebrates, sells, or markets the idea of...

Time Period 1 1492-1607 – Precolonial United States, European Explorers’ impact on indigenous peoples.

Key Terms and Concepts – sourced by primary documents when available and with time to read, annotate, discuss, and analyze in class:	Examples of using “HAPPY” described above to analyze and interpret the sources of American History *Primary source coded [P]; Secondary, video, etc. [S]
<p><u>Key Concept 1.1</u></p> <p>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. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.</p> <p>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. Examples: Pueblo, Navaho (Navajo)</p> <p>B. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles. Examples: Sioux, Apache</p> <p>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. Examples: Iroquois Confederacy of the Northeast; Creek, Chocktaw, or Cherokee of the Southeast</p> <p><u>Key Concept 1.2</u></p> <p>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.</p> <p>I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.</p> <p>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. Examples: “3 Gs:” Gold, God, and Glory, founding of St. Augustine</p>	<p>→ [S] For an overview, please review Khan Academy, The Columbian Exchange https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/old-and-new-worlds-collide/a/the-columbian-exchange-ka</p> <p>For visual resource of Columbian Exchange (example below), open the link below, and scroll. In both resources above and below, there are multiple images, and graphics which can be analyzed and interpreted, such as: images of indigenous people, and charts, graphics, even a classical painting of a European port by Claude Lorraine. Myriad of these sorts of images and graphics also appear in my instructional PowerPoints. Example instructional image below. https://historyillustrateddotnet.wordpress.com/text-book/exploration/the-columbian-exchange/</p>  <p>“The discovery of America,” the Scottish writer Adam Smith announced...was one of the “two greatest and most important events recorded in the history of mankind...” It is not surprising that looking back nearly three centuries after the initial voyage of Christopher Columbus in 1492, Smith focused primarily on the economic results of the conquest and colonization of North and South America. The influx of goods from the New World, he insisted, greatly increased the “enjoyments” of the people of Europe and the market for European goods. Nonetheless, Smith did not fail to note the price paid by the indigenous population of the New World... ‘Benefits’ for some, Smith observed, went hand in hand with the ‘dreadful misfortunes’ for others...”</p>

- 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.
- 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.

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

- A. Spanish exploration and conquest 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.

Examples: Spread of smallpox; European introduction of horses, rice, wheat, and oxen to the New World; bison hunting on the Great Plains

- B. In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.
- C. European traders partnered with some 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.
- D. The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

Examples: Mestizo, Zambo, mulatto

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

- 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.

Examples: African religious traditions combined with Christian traditions, Maroon communities

- 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.
- C. Extended contact with Native Americans and Africans fostered 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.

Examples: Juan de Sepulveda, Bartolome de Las Casas, communal nature of land, private vs. public ownership of land, animism.

- Eric Foner, *Voices of Freedom: A Documentary History Vol. I*, 2020, 2017, 2014, 2011, 2008, 2005, by W.W. Norton & Company, Inc.

When it became clear that there was no gold left, the Indians were taken as slave labor on huge estates, known later as *encomiendas*. They were worked at a ferocious pace and died by the thousands. By the year 1511, there were perhaps fifty thousand Indians left. By 1550, there were five hundred. A report of the year 1650 shows none of the original Arawaks or their descendants left on the island.

Howard Zinn "Columbus, the Indians, and Human Progress," In *A People's History of the United States*, 1980; 2003. Online PDF copies abound:

[Zinn, Howard, et al. People's History of the United States, The New Press, 2003.](#)

<https://ap.gilderlehrman.org/resource/bartolome%C3%83%C2%A9-de-las-casas-debates-subjugation-indians-1550>

I offer students an original account of Bartolome de Las Casas:

[PREFACE]

[From, A Short Account of the Destruction of the Indies \[1542\]](#), retrieved from web.archive.org, through <https://sourcebooks.fordham.edu/mod/modsbook1.asp>

*Again, to reiterate, the examples above and below are NOT all-inclusive of ALL the primary and secondary sources which will be shared, annotated, analyzed, and discussed with students.

Time Period 2 1607-1754 – Colonial Foundations of predominately British and Dutch N. America

Key Terms and Concepts – sourced by primary documents when available and with time to read, annotate, discuss, and analyze in class:	Examples of using "HAPPY" described above to analyze and interpret the sources of American History *Primary source coded [P]; Secondary, video, etc. [S]
1. New Spain 2. New France & Quebec 3. Peter Stuyvesant & New Amsterdam 4. Concept of DIVERSITY of colonial settlers in North America, their social-cultural activities,	Two great historical synopses for Jamestown follow, and several more activities replete with primary and secondary sourced images and text describing the colonies, beginning with Jamestown, Virginia, the first permanent English settlement in the "New World." https://www.nps.gov/jame/learn/historyculture/a-short-history-of-jamestown.htm

economics, political innovations, with targeted references to highlighted colonies as representative of regional differences and patterns: Virginia (Maryland and Carolinas by extension of the coastal planter economies), Massachusetts Bay Company, Georgia, Pennsylvania, New York.

Reference:

Bailyn Bernard. 1988. 1986. *The Peopling of British North America: An Introduction* 1st Vintage books ed. New York: Vintage Books.

5. Jamestown, Virginia
6. Joint-stock company
7. John Rolfe
8. Powhatan Indians
9. Virginia House of Burgesses
10. Indentured servants
11. Bacon's Rebellion
12. New England colonies
13. Pilgrims and Puritans
14. John Winthrop's "City on a Hill"
15. Mayflower Compact
16. Fundamental Orders of Connecticut
17. Town hall meetings
18. King Phillip's War
19. Half-way Covenant
20. Salem Witch Trials
21. Middle colonies
22. Penn's "Holy Experiment"
23. Creation of Georgia
24. Salutary Neglect
25. Middle Passage
26. Triangular trade
27. Mercantilism
28. Navigation Acts
29. Ben Franklin
30. The Great Awakening

<https://thehistoryjunkie.com/jamestown-colony-facts/>

Primary Documents from The Avalon Project at Yale Law School are examples, identified throughout, by the links. These will be deployed with students, here during this unit and throughout the course. This repository is a "Go To" for printing and posting all the American Documents in Law, History, and Diplomacy

Jamestown Activity with Primary Sources about the 1606 Charter & the House of Burgesses

Example Discussion EQ(s): *How is governing authority checked and balanced? What efforts were made toward this goal from the beginning of the American Colonies?*

1. In our government of the modern-day United States of America?
2. At Jamestown, and in the colonies, as compared to in England in 1607?

"The Powers that be . . . what were the legislative or executive (enforcement) powers that affected the British colonists?"

The original The First Charter of Virginia; April 10, 1606:
https://avalon.law.yale.edu/17th_century/va01.asp

Mayflower Compact, 1620: Agreement Between the Settlers at New Plymouth: 1620
https://avalon.law.yale.edu/17th_century/mayflower.asp

Annotated Student Activity from Bill of Rights Institute [online]: A City Upon a Hill: Winthrop's "Modell of Christian Charity," 1630
<https://billofrightsinstitute.org/activities/a-city-upon-a-hill-winthrops-modell-of-christian-charity-1630>

Petition of the Virginia House of Burgesses to the House of Commons: December 18, 1764
https://avalon.law.yale.edu/18th_century/petition_va_1764.asp

Fundamental Orders of 1639 [Connecticut]:
https://avalon.law.yale.edu/17th_century/order.asp

Student Discussion Question – EQ – Was it tolerant?
Maryland Toleration Act; September 21, 1649

An Act Concerning Religion.
https://avalon.law.yale.edu/18th_century/maryland_toleration.asp

As for other secondary sources and multimedia content, as a graduate level scholar of the M.A. in History of Art at Georgia State University, and an employee of the High Museum of Art in Atlanta at that time [mid-1990s], in my "first academic life," I try not to miss ANY opportunity to describe, analyze, interpret, and evaluate works of art, historically and contextually. This is a well-documented pedagogical approach of the system called *Disciplined Based Arts Education (DBAE)*, constructed by Eliot Eisner – in this case applied to history.

Eisner, E. W. (1987). The role of Discipline-Based Art Education in America's Schools, *Art Education*, 40(5), 6-45.
<https://doi.org/10.1080/00043125.1987.11652036>

Example of an artworks used in this unit is:



Fig. 22. Self-Portrait. Captain Thomas Smith, 1670–1691. Oil on canvas, 24½ x 23¾ ins. Worcester Art Museum, Worcester, Massachusetts.

<https://www.colonialsociety.org/node/1761>

Additionally, I carry a membership to PBS Passport, and for example, when a new Ken Burns documentary film about Ben Franklin, we had a 2-day activity about comparing the intellectual awakening in the American colonies with “scientific enlightenment” figures like Franklin, with a *Great Awakening* figure like Jonathan Edwards, whose sermon “Sinners in the Hands of an Angry God,” seemed to provide a contrast.

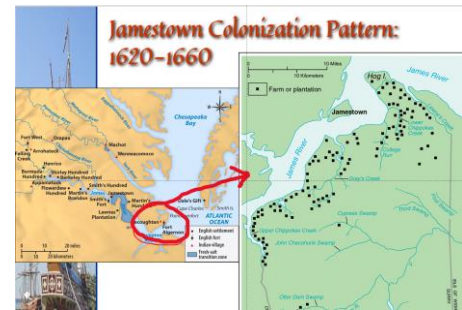
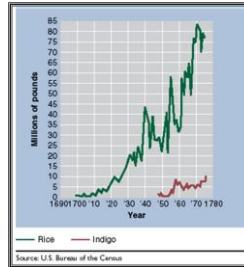
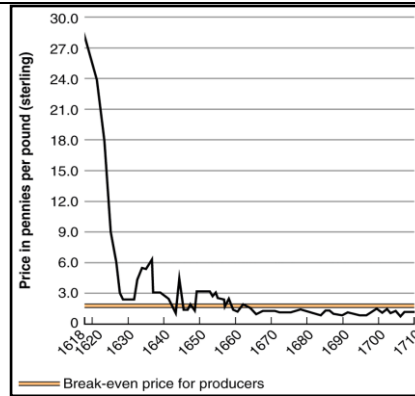
*Of course, there was at least one key visual, map, graph, etc., used with every term and concept in the list to the left.

One quantitative graph, for example was the growth of tobacco farming and global sales related to production in Virginia, or the rise of rice and indigo in SC and GA.

Below are examples of many other images, charts, graphics, about “relations with the natives,” tobacco, rice, or indigo production, etc. For each region of the colonies I had a APUSH level PowerPoint of source visuals and graphic posted in our district platform, Microsoft Teams, and accessed for instruction in the classroom.

Example images, graphics, and quantitative graphs.





Above left is Rice and Indigo in GA and SC.

Other resources:

Gilder-Lehrman Institute of American History, Period 2, 1607-1754

https://ap.gilderlehrman.org/period/2#apush_period_resources

Time Period 3 1754-1800 – Three European Powers in North America, and the American Revolution

NOTE: In June of 2022, I had the privilege of being invited to lodge in Alexandria (lodging in the core historic district) and to Mount Vernon to participate on site as a “teaching fellow” at the George Washington Teacher Institute (GWTI, Summer 2022). After applying for the opportunity with references, I was able to join the workshop named “George Washington Builds a Nation, 1783 to 1789. As a participant in this workshop, I was able to acquire access to many new primary resources from the George Washington Library at Mount Vernon, and practical role-play experience with other educators about how to best incorporate them into my lessons for APUSH. Much of what I share below is for this unit is supplemented by the plethora of primary documentary sources for this unit, many of the visual and artistic.

The secondary scholarly historical text was assigned, read, and annotated before attending was:

Larson, Edward J. 2014. The Return of George Washington: 1783-1789 First ed. New York NY: William Morrow an imprint of HarperCollins Publishers.

While teaching this unit, I have made copies for students for several important passages, and we have individual discussed, and role-played several key moments at the Constitutional Convention.

The Concept Outline below represents required concepts and topics that students need to understand for the APUSH test. The statements in the student prepared concept outline focus on large-scale historical processes and major developments. This APUSH course focuses on specific and significant historical evidence from the past that illustrates each of these developments and processes. Complete each table on the outline below [to reign in length the student response boxes and tables omitted from this course description and syllabus]. By choosing at least two specific examples of relevant historical evidence from a learning menu,

students will demonstrate that they have been able to illustrate the concepts in greater detail. Students may choose from among the ones provided OR provide one of their own. Define or describe the example and explain its significance to the thesis statement directly above the box.

As an Introduction to this Period:

Gilder-Lehrman Institute of American History, Period 3, 1754-1800

<https://ap.gilderlehrman.org/period/3>

Mount Vernon Resources

Washington and the French and Indian War

<https://www.mountvernon.org/george-washington/french-indian-war/washington-and-the-french-indian-war/>

Summer 2022 Institute Resources for: The Great Experiment: Washington and the Founding of the U.S. Government.

In addition to analyzing many important images for this unit, such as John Copley's Portrait of Paul Revere [Compare to J.L. David, Image of Napoleon], there will be much analysis of Gilbert Stuart Portraits of Washington, and historical paintings by Benjamin West and John Trumbull. Washington Resigning his commission as Commander in Chief of the Continental Army and sitting for the Convention of 1787.

Other graphics include Ben Franklin's "Join or Die graphic," connected to the Albany Plan of Union, Paul Revere's graphic depicting the Boston Massacre, etc. Examples are embedded below.

George Washington: An Overview (Scott Casper, Lead Scholar)	<ul style="list-style-type: none">• Slides: George Washington: An Overview - Scott Casper• MV Website: George Washington's Youth• Portrait of George Washington — 1772 by Charles Willson Peale (1741-1827)<ul style="list-style-type: none">◦ Background on painting on Mount Vernon website• MV Website: Timeline: George Washington• MV Website: The Washington Family• Map: Washington in the French & Indian War: 1754-1759• MV Website: Custis Family• Primary Source: George Washington's List of Enslaved People, 1799• Portrait of George Washington (1779-81) - Charles Willson Peale• Engraving: General Washington's Resignation by John James Barralet• https://www.mountvernon.org/plan-your-visit/calendar/exhibitions/take-note-george-washington-the-reader/
After the Revolution: Circular Letter to the States (Scott Casper)	<ul style="list-style-type: none">• Slides & Documents: Articles of Confederation and the Circular Letter to the States• Abel Buell's New and Correct Map of the United States, 1784<ul style="list-style-type: none">◦ Smithsonian Article on the Buell map• MV Website: The Newburgh Conspiracy<ul style="list-style-type: none">◦ Newburgh Address: George Washington to Officers of the Army, March 15, 1783◦ Be Washington: Newburgh Conspiracy• MV Website: The Articles of Confederation<ul style="list-style-type: none">◦ Numbered Transcript: Articles of Confederation (1777)<ul style="list-style-type: none">▪ For primary sources, read for CONTENT and CONTEXT• MV Website: Circular Letter to the States<ul style="list-style-type: none">◦ Number Transcript: Circular Letter to the States (1783)<ul style="list-style-type: none">▪ When approaching "a wall of words," ask students to identify repeated words, phrases, and ideas.• Primary Sources: George Washington and the Making of the Constitution
Application Session: Constitutional Convention	<ul style="list-style-type: none">• Slides, Handouts, & Resources: The Constitutional Convention - Denver Brunsmann• Painting: Signing of the Constitution - Howard Chandler Christy• MV Website: The Potomac Company

(Denver Brunzman)	<ul style="list-style-type: none"> • The American Revolution Institution of the Society of the Cincinnati • Resource: The Constitutional Convention as a Four Act Drama • Resource: Teaching American History: The Constitutional Convention • MV Resources: Teaching the Constitution • Madison's Notes on the Philadelphia Convention • Day-by-Day Summary of the Virginia Ratifying Convention • NPS: George Washington's Rising Sun Armchair • Madison's Notes: September 17, 1787 <ul style="list-style-type: none"> ○ <i>"Whilst the last members were signing it Doctr. FRANKLIN looking towards the Presidents Chair, at the back of which a rising sun happened to be painted, observed to a few members near him, that Painters had found it difficult to distinguish in their art a rising from a setting sun. I have said he, often and often in the course of the Session, and the vicisitudes of my hopes and fears as to its issue, looked at that behind the President without being able to tell whether it was rising or setting: But now at length I have the happiness to know that it is a rising and not a setting Sun."</i> • Primary Source: Diary Entry from James McHenry, September 18, 1787: "A Republic, If You Can Keep It" • MV Website: Elizabeth Willing Powel
Slavery and the Constitution (Mike Ross)	<ul style="list-style-type: none"> • MV Website: Gradual Abolition Act of 1780 (Pennsylvania) • Madison's Notes on the Philadelphia Convention <ul style="list-style-type: none"> ○ June 30: <i>"the great division of interests in the U. States. It did not lie between the large & small States: It lay between the Northern & Southern"</i> • George Mason's Views on Slavery • MV Website: Interactive Timeline: Slavery in the United States • Primary Sources: Northwest Ordinance • Somerset v. Stewart • Resource: Teaching American History: The Fugitive Slave Clause • Primary Source: Fugitive Slave Act of 1793 <ul style="list-style-type: none"> ○ Signed into law by President George Washington • Prigg v. Pennsylvania • Document: The Constitution and Slavery by Frederick Douglass, March 16, 1849 • Book: Madison's Hand: Revising the Constitutional Convention by Mary Sarah Bilder <ul style="list-style-type: none"> ○ MV Website: Ford Evening Book Talk: Mary Sarah Bilder

Key Concept 3.1:

British attempts to assert tighter control over its North American colonies [after the period of Salutary Neglect], and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

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. 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 and Indian trade networks and American Indian autonomy. Example sources: French-Huron alliance, British-Iroquois alliance, French and Indian War, Albany Plan of Union, Treaty of Paris

For above and below, students are asked to provide a definition and example description of a source with significance to the opening thesis at I, or I-A.

2. 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. Example sources: End of salutary neglect, writs of assistance, use of admiralty courts to try smugglers, virtual representation of Parliament

3. 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.

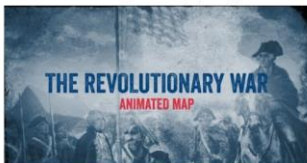
Examples: Pontiac's War, Proclamation of 1763, Iroquois Confederacy, Chief Little Turtle, and the Western Confederacy (1793-1795)

- a. 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
 - b. 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.
 - c. Example sources, all of which can be searched through the Yale Avalon site: Sugar Act (1764), Stamp Act (1765), Quartering Act (1765), Declaratory Act (1766), Townshend Acts (1767), Tea Act (1773), Intolerable Acts (1774), Quebec Act (1774)
4. 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.
 5. Vocab, phrases, and search terms: Taxation without representation, consent of the governed, republicanism, bicameral colonial legislatures, natural rights
 6. 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.

Examples: Otis Warren, Paul Revere, Mercy Otis Warren, John Hancock, Samuel Adams, John Adams, Sons of Liberty, Letters from a Farmer in Pennsylvania (John Dickinson), Stamp Act Congress (1765), Boston Tea Party, committees of correspondence, First and Second Continental Congress

7. 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. Examples: Committees of Correspondence, Minutemen of Massachusetts
8. 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. Examples: Battle of Trenton, Battle of Saratoga, French Alliance, Battle of Yorktown.

The Revolutionary War: Animated Battle Map
American Battlefield Trust | 2.7M views | 3 years ago



<https://youtu.be/OJLvRJzvOic>

Key Concept 3.2 The American Revolution's democratic and republican ideas inspired new experiments with different forms of government.

9. 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.
 - 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.
 - b. Examples: End of primogeniture laws, First Great Awakening, New Lights vs. Old Lights, consent of the governed, John Locke, Jean-Jacques Rousseau

10. 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.

Examples: Common Sense, Declaration of Independence, republicanism, natural rights

Example Practice Activity for Thomas Paine's *Common Sense* <https://www.ushistory.org/Paine/commonsense/sense2.htm>

America's Founding Documents – CLOSE READING TASKS – Formative Assessment

- A. Look at the outline explaining important ideas from the historic document that you are reading.
- B. Then re-arrange IN CORRECT ORDER & SCRATCH OUT ONE that DOES NOT BELONG.

A. Key Points of Thomas Paine's *Common Sense*

- I. Americans should cut all future trade ties to monarchies like Britain's
- II. Americans are capable of fending for themselves without remaining British subjects.
- III. Monarchy is irrational and dangerous.
- IV. Strong government depends on governing the least amount to secure consent of the governed.

B. After reading the attached pamphlet, *Common Sense*, please input the correct Roman Numeral beside the numbers below, THEN, scratch out which point above does NOT belong in the outline above?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

11. 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.

Examples: Quakers, Abigail Adams' "remember the ladies", Pennsylvania gradual emancipation law (1780), Vermont constitution abolished slavery, reduction of state property requirements to vote, abolition societies, separation of church and state, Virginia Statute for Religious Freedom (1786)

12. 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.

Examples: Republican motherhood, improved education for women, republican virtues of liberty and natural rights

13. 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.
14. Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

Examples: Conventions to ratify constitutions, fundamental laws, strong state legislatures combined with weak governors and courts

15. 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.

Examples: Unicameral legislature with no power to tax, draft soldiers, or regulate trade; lack of judicial or executive branch; tariff and currency disputes; Spanish restrictions on Mississippi River; British occupation of forts on U.S. land; Shay's Rebellion; Newburgh Conspiracy; Annapolis Convention

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

Examples: Great (Connecticut) Compromise, checks and balances, separation of powers, Electoral College, Supreme Court, republicanism, federalism

16. 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.

Examples: Three-fifths compromise, slave trade compromise, fugitive slave clause

17. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principals 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.

Examples: Federalist Papers, Bill of Rights, Federalists vs. Anti-Federalists

Activity – Would you have been a Federalist or Anti-Federalist?

<https://billofrightsinstitute.org/would-you-have-been-a-federalist-or-an-anti-federalist> Readings with printed excerpts to analyze and annotate in class, with particular emphasis on Federalist Papers No. 10, No. 51, and No. 84

Key Concept 3.2 [cont.]: 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.

18. 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.

Examples: Executive branch departments, Cabinet, Judiciary Act of 1789

19. 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.

Examples: Hamilton's financial plan, creation of the Bank of the US, elastic clause, strict vs. loose interpretation of the Constitution, formation of the Federalist Party, formation of the Democratic-Republican Party, **READ and ANNOTATE** Alien and Sedition Acts, **and Kentucky and Virginia Resolutions by Jefferson and Madison.**

Back to our "HAPPY" Docs Analysis Activities, as a review for the Period 3 Multiple-Choice with Reading Passages, the students will write interpretations of 20 excerpts from the Primary and Secondary Sources in a PowerPoint Slideshow deployed to review excerpts related to the themes and concepts of the unit. [Example source doc as follows]:

I desire you would Remember the Ladies, and be more generous and favorable to them than to your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any laws in which we have no voice, or Representation.

Historical Context
Audience
Purpose
Point of View
“Y” is this important?

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

Examples: Anti-slavery societies, limited rights of free blacks

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

Examples: John Trumbull, Benjamin Banneker, US flag, growth of nationalism, Mercy Otis Warren’s History of the American Revolution, Autobiography of Benjamin Franklin

Key Concept 3:3 Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

22. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending. Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., 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 U.S. and Britain.

Examples: March of the Paxton Boys, Battle of Fallen Timbers (1794), Treaty of Greenville (1795)

23. 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.

Examples: Scots-Irish migration to the frontier, frontier vs. tidewater Virginia, Whiskey Rebellion, Regulator Movement

24. 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.

Examples: Land Ordinance of 1785, Northwest Ordinance of 1787, Section 16, equal statement, abolition of slavery in Northwest Territory. Review images of the Grid Pattern established by Jefferson’s Vision in the Land Ordinance of 1785

25. 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.

Examples: Battle of Fallen Timbers, Treaty of Greenville

26. 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.

Examples: Expansion of Spanish missions in California, Spanish vacqueros (cowboys) of the Southwest, mestizos

27. 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. The United States 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.

Examples: Spanish control of Mississippi River, British occupation of US forts, impressment of US sailors, Jay Treaty (1794), Pinckney Treaty (1795). Also found at Avalon Project at Yale University.

https://avalon.law.yale.edu/18th_century/jay.asp

Office of the Historian of the United States, "Milestones in the History of U.S. Foreign Relations"

<https://history.state.gov/milestones/1784-1800/pickney-treaty#>:

28. 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.

Examples: French Revolution, US Proclamation of Neutrality, Citizen Genet Affair, XYZ Affair (1797-1798), Quasi-war with France, Convention of 1800

29. George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances. Secondary Article Analysis published through Mount Vernon

<https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/george-washington-s-farewell-address/>

For original source text: https://avalon.law.yale.edu/18th_century/washing.asp

Examples: Political disagreements about aid to the French Revolution and the establishment of the Bank of the US, Farewell Address warned against entangling alliances and political parties.

Other books and secondary resource examples:

McCullough, David. *John Adams*. 2001. New York NY: Simon & Schuster.

Wood, Gordon S. 2006. *Revolutionary Characters: What Made the Founders Different*. New York: Penguin Press.

Ellis, Joseph J. 2007. *American Creation: Triumphs and Tragedies at the Founding of the Republic*. 1st ed. New York NY: Alfred A. Knopf.

Time Period 4 1800-1848 – Westward Expansion, Moral Awakening, Abolition, Rise of Popular Sovereignty

KEY CONCEPTS and THEMES : The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Key Concept 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.

Key Concept 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.

Key Concept 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.

Gilder-Lehrman Institute of American History, Period 3, 1754-1800

<https://ap.gilderlehrman.org/period/4> - Plan for students to access, annotate, and discuss the documents, and essays on the next page.

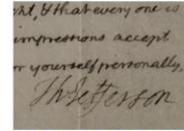
Documents



The horrors of slavery, 1805



A map of the Louisiana Territory, 1806



Thomas Jefferson's opposition to the Federalists, 1810



Jefferson on British aggression, 1815



A Founding Father on the Missouri Compromise, 1819



A northerner's view of southern slavery, 1821



The Monroe Doctrine, 1823



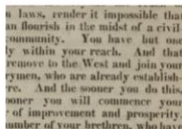
A Mirror for the Intemperate, ca. 1830



American Colonization Society membership certificate, 1833



Davy Crockett on the removal of the Cherokees, 1834



Andrew Jackson to the Cherokee Tribe, 1835



A plea to defend the Alamo, 1836



Lowell Mill Girls and the factory system, 1840



John Quincy Adams and the Amistad case, 1841



Lydia Maria Child on women's rights, 1843

Essays



Indian Removal



The Presidential Election of 1800: A Story of Crisis, Controversy, and Change



Abolition and Antebellum Reform



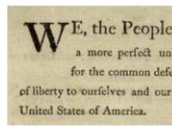
The First Age of Reform



Andrew Jackson and the Constitution



Women and the Early Industrial Revolution in the United States



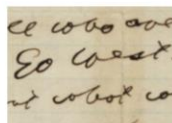
The New Nation, 1783-1815



Adams v. Jackson: The Election of 1824



National Expansion and Reform, 1815-1860



Born Modern: An Overview of the West



Andrew Jackson's Shifting Legacy

Time Period 5 1844-1877 – Sectionalism, Civil War, and Reconstruction

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war—the course and aftermath of which transformed American society.

Key Concept 5.1: The United States became more connected with the world, pursued an expansionist foreign policy in the Western

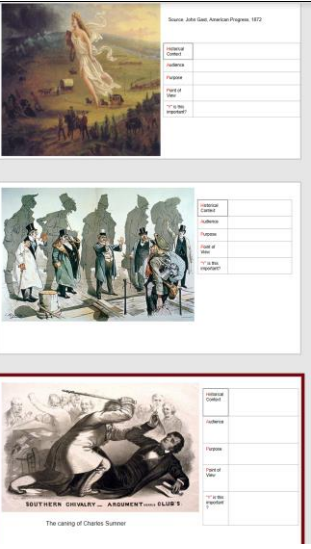





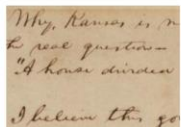
The Student Learning Objectives (SLOs) will be able to tell or show (KBATS – Student will be able to know, tell, and show):

- Students will have an opportunity to role-play John Brown, lawyers in the case, journalists, and “larger-than-life” historical figures, like “Candidate” Abraham Lincoln and Frederick Douglas:
<https://sites.google.com/sjnds.org/mocktrialofjohnbrown/home> Parts and performances of pieces of the mock trial “performance,” will included primary and secondary sourced and “inquiry-based lessons.”
- ESTIMATED TIME: (3 days with advance preparation):** In a Trial of John Brown, there will corroborating and divergent plans for the different role(s) and character types in this mock courtroom drama.
- Ideally, the students will to the best of their ability faithfully and authentically portray the roles which they choose or receive as random assignments. Not sure exactly how that part will work just yet. On a first-come or first-serve may be able to choose some of the more ‘famous’ or infamous characters (depending on perspective). So, for example if one or two students REALLY wants to be John Brown, Lincoln, Stephen Douglas, Frederick Douglas, etc., and they can convince me that they are up to the task. Perhaps a “pre-assignment would be to find a quote from a list of people in the American 1850s, that addresses the case of John Brown, or the problem of slavery spreading into the territories. Competencies = Strategic Thinking, Cultural Agility, Branding

Hemisphere, and emerged as the destination for many migrants from other countries.

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

Key Concept 5.3: The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession but left unresolved many questions about the power of the federal government and citizenship rights.

Examples of interpreting visual sources	Examples of Primary Sources https://ap.gilderlehrman.org/period/5#apush_period_resources
	<p style="text-align: center;">Documents</p> <div style="display: grid; grid-template-columns: 1fr 1fr 1fr; gap: 10px;"> <div data-bbox="544 1144 722 1291">  ying Frederick Douglass's freedom, 1846 </div> <div data-bbox="844 1144 1023 1291">  An African American protests the Fugitive Slave Law, 1850 </div> <div data-bbox="1144 1144 1323 1291">  "The whole land is full of blood," 1851 </div> <div data-bbox="544 1312 722 1459">  it Beecher Stowe sends Uncle Tom's Cabin to Queen Victoria and Prince Albert, 1852 </div> <div data-bbox="844 1312 1023 1459">  Runaway slave ad, 1852 </div> <div data-bbox="1144 1312 1323 1459">  Slave auction catalog from Louisiana, 1855 </div> <div data-bbox="544 1480 722 1627">  ing Kansas' and the Pottawatomie Massacre, 1856 </div> <div data-bbox="844 1480 1023 1627">  The "House Divided" Speech, ca. 1857-1858 </div> <div data-bbox="1144 1480 1323 1627">  John Brown's final speech, 1859 </div> </div>

Example application lesson for John Brown Mock Trial

<https://sites.google.com/sjnds.org/mocktrialofjohnbrown/home>

<https://sheg.stanford.edu/history-assessments/john-browns-legacy>

Other sources consulted for Reconstruction Era, 1865-to-1877 [and for end of it]:

Foner, Eric. 2020. The Second Founding: How the Civil War and Reconstruction Remade the Constitution [Paperback edition] ed. New York N.Y: W.W. Norton & Company.

Du Bois, W. E. B and David Levering Lewis. 1998. Black Reconstruction in America 1860-1880. New York: Free Press.

Excerpt from PBS Film Documentary - <https://www.pbs.org/weta/reconstruction/>

I am sure that there are other sources of this primary document but, I first encountered it the following sources in my Georgia State U. PhD course in curriculum, and I plan to use it [APA reference below]:

Du Bois, W. E. B. (1902). Of the training of Black men. (Ch. 26, pp. 426-436). In Milson, A. J. (Ed.), Bohan, C. H. (Ed.), Glanzer, P. L. (Ed.), Null, J. W. (Ed.). (2009). American Educational Thought: Essays from 1640-1940 (2nd ed.).

The activity initiates a discussion-debate about merits of Booker T. Washington's Atlanta Exposition Speech, September 18, 1895
<https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction-and-its-impact/booker-t>

Time Period 6 1865-1898 – Post-Civil War Industrialization

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

Key Concept 6.2: The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies

NOTE – as is always the case there is an exhaustive PowerPoint, with linked videos and primary sources for this era.

Example Sources for Time Period 6

Documents



Indian Wars: The Battle of Washita, 1868



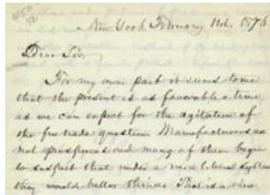
Official photograph from the "Golden Spike" Ceremony, 1869



Horace Greeley: "Go West," 1871



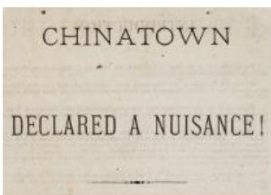
The Grange Movement, 1875



William Cullen Bryant opposes the protective tariff, 1876



William T. Sherman on the western railroads, 1878



San Francisco's Chinatown, 1880



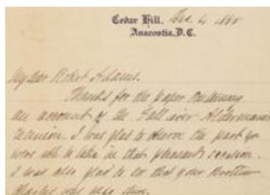
The struggle for married women's rights, circa 1880s



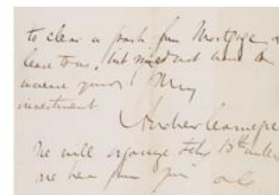
Charles Guiteau's reasons for assassinating President Garfield, 1882



The Haymarket Affair, 1886



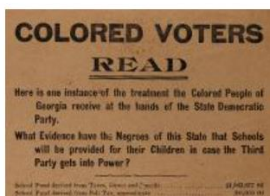
Frederick Douglass on the disfranchisement of black voters, 1888



Building Carnegie Hall, 1889



People's Party campaign poster, 1892



Campaigning for the African American vote in Georgia, 1894



William Jennings Bryan and the ideals of the Declaration of Independence, 1895

Chapter 1 | The Gilded Age | American Experience | PBS https://www.youtube.com/watch?v=AeWE_FaIP6k

The Triangle Shirtwaist Factory Fire | History <https://www.youtube.com/watch?v=FguWSsW21CQ>

Business Titans Rise in the Gilded Age | The Men Who Built America (S1, E1) | Full Episode
<https://www.youtube.com/watch?v=WwyQTaab8J4>

Zinn, Howard. 2003. A People's History of the United States: 1492-Present. 3rd ed. London: Pearson/Longman.

Zinn Education Project: Strikers and Populists in the Golden Age
<https://www.zinnedproject.org/materials/strikers-and-populists-in-the-golden-age/>

Foner, Eric. 2020. *Voices of Freedom: A Documentary History*, 6th ed. New York: W.W. Norton & Company

Time Period 7 1890-1945 – Progressivism, New Deal Era, World Wars, & Rise of a Modern American Empire

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role. [Student activity will be to describe events of the Spanish-American War with a newspaper Front Page in the Style of Yellow Journalism]

Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

Among many others, students will reference some of the sources pictured below online at:

<https://ap.gilderlehrman.org/period/7>

Documents



Disfranchisement of African American voters in Virginia, 1901



Triangle Shirtwaist Factory fire, 1911



World War I poems: "In Flanders Fields" & "The Answer," 1918



Theodore Roosevelt on the sinking of the Lusitania, 1915



Birth of a Nation, 1915



Women's suffrage poster, 1915



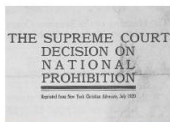
"Food Will Win the War," 1917



Recruiting posters for African American soldiers, 1918



Treaty of Versailles and President Wilson, 1919 and 1921



The Supreme Court upholds national prohibition, 1920



Lynching in America, ca. 1926



Herbert Hoover's Inaugural Address, 1929



The origins of FDR's New Deal, 1932



Franklin D. Roosevelt's First Inauguration, 1933



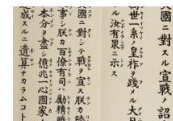
"Reelect Roosevelt—Friend of Labor," 1936



Civilian Conservation Corps poster, 1938



Photograph of an abandoned farm in the Dust Bowl, 1938



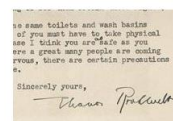
Japan declares war, 1941



Civilian defense on the home front, 1942



Japanese internment, 1942



Eleanor Roosevelt's four basic rights, 1944

Student Activities for the 1930s:

Name and describe New Deal Agencies <http://www.cyberlearning-world.com/lessons/ushistory/alphabet.soup.htm>

Classroom ancillaries to "The Dust Bowl" Documentary film by Ken Burns <https://www.pbs.org/kenburns/the-dust-bowl/photo-gallery>

Eschner, Kat. (July 24, 2017). "Meet 10 Depression-Era Photographers Who Captured the Struggle of Rural America" [online article] Two women and eight men were sent out with their cameras in 1930s America. What they brought back was an indelible record of a period of struggle.

<https://www.smithsonianmag.com/smart-news/meet-photographers-charged-documenting-depression-era-america-farm-security-administration-180964123/>

There will also be Learning Menu student choice activities in which each will identify and explain the cultural contributions of the Harlem Renaissance, Great Migration, Jazz, and WPA Art.

All students will complete a chart as follows in the example:

BIG IDEA = African Americans: Harlem Renaissance, their ideas, politics, art, literature (or poetry of Langston Hughes), and music flourished in Harlem and flowed throughout America! Just follow my example below. Mini-project is at the end

<i>Who? After name, add (art, lit, jazz)</i>	<i>What about them (main contribution – start w music, art, poem, etc.)?</i>	<i>When & where were they contributing – specifics or their range of years?</i>	<i>Why was this person so important to American history, as a role-model?</i>	<i>How and-or the significance of their moment?</i>
Louis Armstrong, AKA "Satchmo"	Maybe the best, or most "jamming" Jazz trumpet player who ever lived. The guy on the Ken Burns documentary film at the Safari link called "Satchmo." Narrator called Louis an American Bach.	For 70 years, btw 1920-and-1970, he was considered Look up bio info, like born in? ...raised or reared up in... _____ name the city? Traveled to... _____ Performed at the "Cotton Club," what's that?		Pick a decade to describe Louis' work in that decade

Links for your Jazz and Culture Poster

- [George Gershwin – "Rhapsody in Blue"](#)
- F. Scott Fitzgerald – "The Great Gatsby"
- [Ernest Hemingway – "Lost Generation"](#)
- [Langston Hughes – Poet of Harlem Renaissance](#)
- Marcus Garvey (sec. 4, pg. 658)
- [Speakeasies & Harlem Renaissance \("Cotton Club"\)](#)
- [Jazz! Louis Armstrong, Duke Ellington, Bessie Smith, Ella Fitzgerald](#)
- Influence of Jazz on the Big Bands of the 1930s: Artie Shaw, [Benny Goodman](#), Glenn Miller.
- [Paul Robeson – Black singer of the old "Negro spirituals" – Fought for the Rights of African-Americans](#) – First recorded 1928
- Jacob Lawrence, Romare Bearden.

Over for a class activity called "*Thinking at Right Angles*," about 1930s era art, painting, muralists, and photography of the WPA era

First compare two 10-minute excerpts from Robert Hughes - American Visions – Streamlines and Breadlines, Episode 6 (parts 1/5; 2/5, 3/5, and 4/5).

1. <https://www.youtube.com/watch?v=mX6zAs3Lmh4&t=585s>
2. <https://www.youtube.com/watch?v=Q2DgWgBoves&list=RDLVQ2DgWgBoves&index=1>
3. <https://www.youtube.com/watch?v=9m5S0Rw8c0U&list=RDLVQ2DgWgBoves&index=7>
4. <https://www.youtube.com/watch?v=9m5S0Rw8c0U&t=64s>

What do you know / have learned about ONE photo or poem, and ONE W.P.A. painter of the 1930s

How do I feel about the artist, photographer or work that I chose?

Reminder of a few famous ones:
Photographer Dorothea Lange – or any other one at the links.
Suggested painters from Khan Link – Ben Shahn, Grant Wood, Ed Hopper, etc.
<https://www.khanacademy.org/humanities/art-1010/american-art-to-wwii/social-realism/v/grant-wood-american-gothic-1930>

Please click into this box and describe **who (artist's name & subject?), what, when, where, & why** the artist captured it?!? **CLICK IN HERE & START TYPING** (it may go onto next page(s) Type everything you learned

→ (1) ONE Depression era poem, quote, or photograph (Try Langston Hughes or Dorothea Lange)?

→ 2) ONE Depression Era (1930s painting or mural, Diego Rivera, Edward Hopper, Thomas Hart Benton, or Grant Wood)?

AND why did you choose the photo and painting that you picked? Write two strong paragraphs about why you think that the images that impacted you may have resonated so much (meant something) to the artist then, or to the viewing public at the time? Does the image still resonate or mean something (think of the news images that you have seen recently, after hurricanes, or the California wildfires. Perhaps your chosen image is still and quiet, and lonely (like quarantining in a pandemic). Consider "Nighthawks," by Edward Hopper. What do you feel about it? **Think-Talk-Jot about ONE photo or poem, ONE painting, and ONE mural** [Edward Hopper's Nighthawks](#) →

[Continue on Back](#)

Time Period 8 1945-1980 – Post WW2, Cold War, Proxy Wars, Korea, Vietnam, and the Nuclear Age.
After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

For this unit students will review, discuss and annotate documents among those that follow, and similar ones. Additionally, there are activities found at the Henry Ford Archive of Innovation, particularly those which highlight women entering the workforce in WW2. <https://www.thehenryford.org/explore/blog/a-rivet-ing-snapshot-of-american-womens-history/>

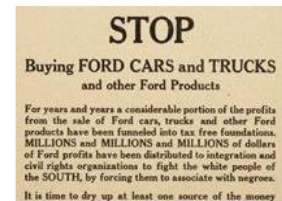
Documents



Physicists predict a nuclear arms race, 1945



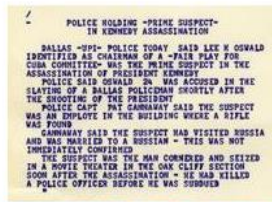
Harry S. Truman responds to McCarthy, 1950



Don't Buy a Ford Ever Again, ca. 1960



John F. Kennedy's Inaugural Address, 1961



The assassination of John F. Kennedy, 1963



Robert Kennedy on civil rights, 1963



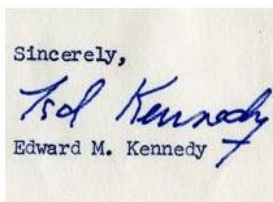
George Wallace on segregation, 1964



Civil rights posters, 1968



J. Edgar Hoover on campus unrest, 1970



The end of the Vietnam War: conscience, resistance, and reconciliation, 1973



President Ford's statement on pardoning Richard Nixon, 1974



President Ford's remarks in Japan, 1974

For McCarthyism, there are many lesson plans associated with an official PBS Learning Site, to which I have access to use: <https://www.pbs.org/wgbh/americanexperience/films/mccarthy/>

Description and Use of this HBS Case Method Lesson on Civil Rights

Another monumental activity for my classroom is to deploy David Moss's Harvard Business School curriculum for American Studies. It is called Case Method, for analyzing and discussing primary documents. One of the most engaging "cases" is that of the Civil Rights Movement, specifically Birmingham, 1963.

It begins with a primary documents review. Dr. Moss, and his Harvard Case Method Institute team have annotated for them the purpose of using in secondary schools. I have been through a special training on how to implement and use this approach in a "Socratic-styled round-table conversation to ferret out details, and historical references, contexts, etc., and outline the evolution of Voting Rights, and the tactics deployed by the movement.

Supplement to Civil Rights work are the Civil Rights Papers of Dr. Martin Luther King, Jr. Research and Education Institute at Stanford University. <https://kinginstitute.stanford.edu/>

Returning to HAPPY Method of documents analysis, below are **examples of doc excerpts and images:**

Conservative Revival in the Suburbs.

"It was in suburbs such as Garden Grove, Orange County [California] . . . that small groups of middle-class men and women met in their new tract homes, seeking to turn the tide of liberal dominance. Recruiting the like-minded, they organized study groups, opened 'Freedom Forum' bookstores, filled the rolls of the John Birch Society, entered school board races, and worked within the Republican Party, all in an urgent struggle to safeguard their particular vision of freedom and the American heritage. In doing so, they became the ground forces of a conservative revival—one that transformed conservatism from a marginal force preoccupied with communism in the early 1960s into a viable electoral contender by the decade's end."

— Lisa McGirr, historian, *Suburban Warriors: The Origins of the New American Right*, 2001

Jimmy Carter, *Public Papers of the Presidents of the United States*, 1979

"Our people are losing faith, not only in government itself but in their ability as citizens to serve as the ultimate rulers and shapers of our democracy.

"We were sure that ours was a nation on the ballot, not the bullet, until the murders of John Kennedy and Robert Kennedy and Martin Luther King Jr. We were taught that our armies were always invincible and our causes were always just, only to suffer the agony of Vietnam. We respected the Presidency as a place of honor until the shock of Watergate.

"We remember when the phrase 'sound as a dollar' was an expression of absolute dependability, until ten years of inflation began to shrink our dollar and our savings. We believed that our Nation's resources were limitless until 1973, when we had to face a growing dependence on foreign oil."

Jimmy Carter, *State of the Union Speech* January 23, 1980

"The implications of the Soviet invasion of Afghanistan could pose the most serious threat to the peace since the Second World War. The vast majority of nations on Earth have condemned this latest Soviet attempt to extend its colonial domination of others and have demanded the immediate withdrawal of Soviet troops. The Moslem world is especially and justifiably outraged by this aggression against an Islamic people."

[Over for more examples of images and graphics to interpret]

175



Metro Life Insurance Ad 1947

Historical Context	
Audience	
Purpose	
Point of View	
"I" is this important?	

176



1974

Historical Context	
Audience	
Purpose	
Point of View	
"I" is this important?	

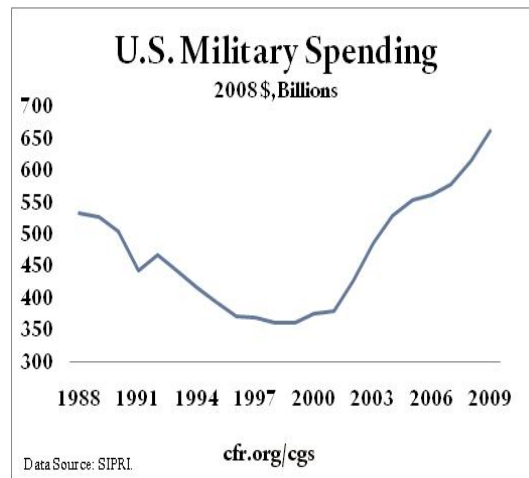
177



Historical Context	
Audience	
Purpose	
Point of View	
"I" is this important?	

Time Period 9 1980-Present – Conservative retrenchment, End of Cold War, and the New Millennium

Example of a visual source from the Council of Foreign Relations (CFR.org/cgs)



As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

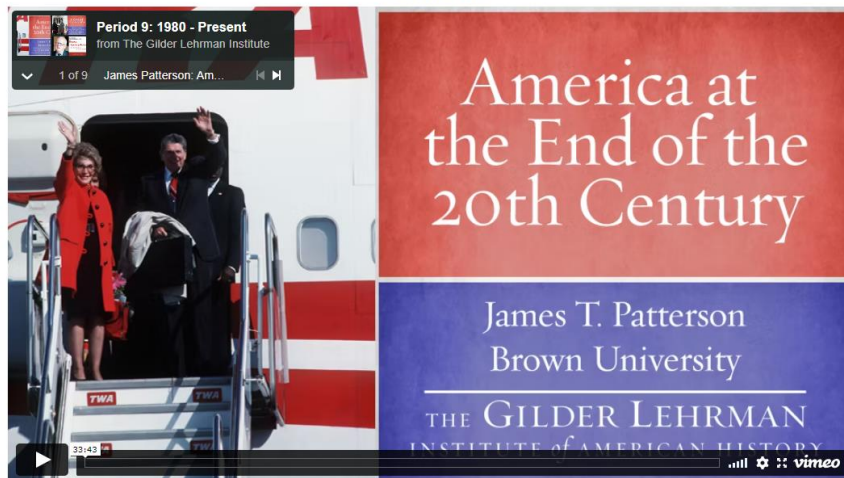
Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

There will be lots of articles, essays and video content to share for this unit: Examples abound, but there are a variety catalogued at the Gilder Lehrman web home for APUSH. <https://ap.gilderlehrman.org/period/9> Of course, our district has an internal “Safari” website, with content to which the Fulton County Schools has subscribed and still owns.

Videos



Essays



Economic Policy through the Lens of History



Disasters and the Politics of Memory



Pop Music and the Spatialization of Race in the 1990s



1945 to the Present



Ronald Reagan and the End of the Cold War: The Debate Continues



The Age of Reagan



Hanging by a Chad—or Not: The 2000 Presidential Election



Globalizing Protest in the 1980s: Musicians Collaborate to Change the World



A More Perfect Union? Barack Obama and the Politics of Unity



September 11, 2001



Iran and the United States in the Cold War

Of course, there are myriad other short video clips, taken from various documentaries, and even Hollywood movies, like the recent John Adams drama.