

A Comparative Analysis of the 2010 and the 2014 AP U.S. History Frameworks

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Executive Summary

In 2014, the College Board published revised guidelines for the Advanced Placement U.S. History course of study. With passage of a test, this course can earn high school students college credit as well as high school credit. The course's content is very important in that students, parents, teachers, and ultimately the entire nation can be culturally affected. The last revision of the guidelines was published in 2010.

Much controversy has surrounded release of the 2014 guidelines, with parties lining up firmly for and against them. Both sides accuse the other of bias. An objective review was undertaken to determine if the new guidelines reflect systematic bias.

The conclusion of this review is that the 2014 AP U.S. History course guidelines do, indeed, reflect a bias toward teaching history through a social justice lens. The 2014 guidelines stress "historical thinking skills" that inevitably lead students to pre-determined ideological conclusions.

This paper, in its entirety, can be found at 1889institute.org/k-12-public-education.html

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The recent revision of the Advanced Placement U.S. History program (APUSH) has led to contentious debate among educators, policy makers, parents, and community members concerning changes in the new framework. At issue is the focus of the 2014 APUSH Framework, the development of "Historical Thinking Skills," and its Concept Outline, as compared and contrasted to the 2010 edition. A hard line has been drawn "in the sand" among educators and policy makers as to the focus of the new framework and the impact it has on students. An examination of recent literature discloses some of the viewpoints disclosed by various stakeholders.

Opposition to the Revised Framework

Jonathan Burack, in an article to the American Historical Association, provides some insight on this controversy. In this article, an example of AP's current framework concerning President Ronald Reagan's handling of Russia during his administration and Burack's alternative view are assessed:

AP's current (2014) version: President Reagan, who initially rejected detente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.

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Burack's alternative version: President Reagan spoke out forcefully against the Soviet system and promoted a military buildup to more firmly confront Soviet military power. Once the Soviets appointed reform-minded leader Mikhail Gorbachev, Reagan worked with him cooperatively to achieve arms reductions and to support his efforts to reform Soviet society. Historians still vigorously debate Reagan's role in containing Soviet power. Some see him as needlessly confrontational. Others view his strong stance as a key factor in ending the Cold War.¹

What appears to be happening in this debate is sharp division along political lines. In response, in an article for *The American Interest*, Nicholas Gallagher (2014) suggests what both conservatives and liberals are missing in these discussions is the needed level of knowledge high school students

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must have to succeed in college. Gallagher brings out the point, regarding the revised AP U.S. History Exam, “No AP U.S. History Exam questions will require students to know historical content that falls outside this concept outline.”² He goes on to say,

So what is in the concept outline?

It consists of broad statements like “Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution”—but the actual cases by which this process happened, such as *Marbury v. Madison*, lie outside of it. They are listed merely as examples that *could* be used, but are not required knowledge. This results in an approach where students are taught to think like the Red Queen in *Alice*

in Wonderland: Conclusions first, facts afterward—and then, only optionally.³

In this assessment, Gallagher suggests the older version of the test should be reinstated until the College Board could convene and produce what he described as, “a more thorough, ecumenical revision. Throw in the facts the lefties want, the facts the righties want, but above all, keep in all the facts – and make the students learn them.”⁴ Ralph Ketcham, Professor Emeritus of American History at Syracuse University, has this to say about the new framework,

(T)he new APUSH curriculum represents the bad and the ugly but not the good of American history. The result is a portrait of America as a dystopian society – one riddled with racism, violence, hypocrisy, greed, imperialism and injustice. Stories of national triumph, great feats of learning and the legacies of some of America's great heroes – men and women who overcame many obstacles to create a better nation – are either completely ignored or given brief mention.⁵

More recently, in April 2015, an informal group of academic historians met to discuss their concerns with the revisions made to the new framework. The result of that meeting was a public letter opposing the new framework. Their plan is to present this letter to fellow historians for additional endorsements.⁶

Support for Revised Framework

In contrast, others in support of the 2014 revision have argued the document does not contain progressive bias. In an editorial for *The New York Times*, James R. Grossman has this to say about the new revision:

Those who assume that America's founders are neglected seem not to have actually read the material. The Declaration of Independence

³ Ibid.

⁴ Ibid, paragraph 20.

⁵ Kurtz, Stanley, “Madison Scholar Condemns AP U.S. History Redesign,” paragraph 5, <http://www.nationalreview.com/corner/386849/madison-scholar-condemns-ap-us-history-redesign-stanley-kurtz>.

⁶ “Open letter: Historians on the College Board's New AP U.S. History Standards,” National Association of Scholars, June 2, 2015, http://www.nas.org/articles/open_letter_american_historians.

¹ Burack, J. “The AP US history wars: Is a peace process possible?” *Perspectives on History*, December 2014, paragraph 10, <http://www.historians.org/publications-and-directories/perspectives-on-history/december-2014/the-ap-us-history-wars>.

² Gallagher, Nicholas M., “Facts are stubborn things,” *The American Interest*, September 2014, paragraph 9, <http://www.the-american-interest.com/2014/09/14/facts-are-stubborn-things/>.

stands front and center alongside the Constitution in the section devoted to “experiments with democratic ideas and republican forms of government.”

The framework even makes a bow to American exceptionalism — noting “the emergence of distinctly American cultural expressions” in the new republic and declaring that “the United States developed the world’s first modern mass democracy.”⁷

Grossman goes on to say the revision is not *curriculum* and quotes David Coleman, President of the College Board, “it is just a framework, requiring teachers to populate it with content required by their local standards and priorities.”⁸

On September 3, 2014, The National Coalition for History (NCH) sent a letter to eight states’ Boards of Education in support of the framework developed for the Advance Placement in U.S. History exam. The states receiving the letter include Georgia, Tennessee, Louisiana, South Carolina, North Carolina, Texas, Colorado and Nevada. Their [NCH] letter, signed by John R. Dichtl, NCH Policy Board President, and Lee White, NCH Executive Director, expresses their opinion:

The AP History framework was developed over a 7-year period by professionals of good faith and good will in the field and peer reviewed by a diverse group of 400 high school AP history teachers and 58 college professors with expertise in U.S. history. It is a framework that offers expert guidance while providing individual teachers with flexibility to adapt their AP courses to state standards and local concerns.

The National Coalition for History supports the College Board’s new framework. While no document is perfect, the current guidelines are an important step forward in helping teachers to prepare future citizens for a 21st-century global economy.⁹

7 Grossman, James R. “The New History Wars,” *The New York Times*, September 1, 2014, http://www.nytimes.com/2014/09/02/opinion/the-new-history-wars.html?_r=0.

8 Ibid.

9 Dichtl, John R., and Lee White, letter regarding AP history, National Coalition for History, September 3, 2014, paragraphs 3 and 8, <http://historycoalition.org/wp-content/uploads/2014/09/NCH-AP-History-letter.pdf>.

Need for Careful Comparison of the 2010 and 2014 Frameworks

Although the above quotations represent informed opinions about the new framework, they represent vastly different conclusions. Additionally, as the debate over the new framework expands and continues, it becomes increasingly apparent that the debate is largely fueled by ideological positions rather than informed perspectives based upon actual similarities and differences between the two frameworks. For example, since the 2014 version was made manifest, news media coverage and resulting conversations among stakeholders, in many instances, appear to be based on emotional hype and not necessarily on the content of the issue. This analysis aims to provide a clear, thorough, and unbiased comparison of the content of the 2010 and 2014 versions of the AP U.S. History program to provide policy makers a structure by which to make an informed decision on this important issue. This analysis addresses the following research questions:

1. What are the similarities/differences between the 2010 APUSH Framework and the revised 2014 APUSH Framework?
2. What persistent themes are evident in each framework?

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Comparison Methodology

After carefully and independently reading through each framework, each of the authors produced summaries of similarities and differences between the frameworks. Each then independently coded recurring themes in each framework. After both frameworks were thematically coded, researchers compiled a list of findings. Axial coding was used to explore how concepts and categories were related and to ensure that all important aspects

had been identified. Tables were created to present similarities, differences and consistent categories and concepts. Detailed findings and comparisons between the 2010 and 2014 frameworks can be found in the Appendix.

Critique of the 2014 AP History Framework

The adoption of a new curriculum framework is a significant event, especially when the adoption has influence at the local, state, national and even international levels. In America alone, approximately 500,000 students take the College Board's Advanced Placement U. S. History course each year. These students are situated in a variety of educational settings including public, private and charter schools. Changes in curriculum affect not only teachers, administrators, and students. Ultimately, changes also impact parents, the community, and generations that follow. The changes to APUSH are so significant that considerable attention must be given as to how this new framework will influence the teaching of history and understandings of the American past for generations to come.

The first consideration that must be addressed is the difference in emphasis on and utilization of content between the two frameworks. In this analysis, it is clear that the developers of the 2010

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Framework resisted limiting the importance of content knowledge. This conclusion is evidenced in the statements,

Although there is little to be gained by rote memorization of names and dates in an encyclopedic manner, a student must be able to draw upon a reservoir of systematic factual knowledge in order to exercise analytic skills intelligently. Striking a balance between teaching factual knowledge and critical analyze

is a demanding but crucial task (emphasis ours) in the design of a successful AP course in history.¹⁰

Additionally, the statement, "Whichever approach is used, students need to have access to materials that provide them with an overview of U.S. history and enable them to establish the context and significance of specialized interpretive problems,"¹¹ emphasizes the value of content knowledge in the 2010 Framework. The question that we are left with is, "how has a task that was considered 'crucial' in 2010 lost importance in the years between the frameworks?" Additionally, the 2010 Framework emphasized "an overview of U.S. history," whereas the 2014 Framework emphasizes the use of "fewer examples in depth."¹² Because no justification was provided for the shift in educational philosophies, we believe this shift deserves considerable attention.

The lessening of content in the new framework, as a significant change that must be addressed in future analysis, is supported in the literature. Famed curriculum reformer Elliot Eisner argued in one of his most famous works, *The Educational Imagination: On the Design and Evaluation of School Programs*, (1985) that all schools teach three curricula: the explicit, the implicit, and the null.¹³ In examining the null curriculum, the omitted curriculum in schools, Eisner posits that,

(W)hat schools do not teach may be as important as what they do teach. I argue this position because ignorance is not simply a neutral void; it has important effects on the kinds of options one is able to consider, the alternatives that one can examine, and the perspectives from which one can view a situation or problems.¹⁴

¹⁰ *United States History: Course Description* (New York, NY: The College Board, 2010), 5, <http://apcentral.collegeboard.com/apc/public/repository/ap-us-history-course-description.pdf>.

¹¹ *Ibid.*

¹² *AP United States History: Course and Exam Description Including the Curriculum Framework*, (New York, NY: The College Board, 2014). 30 <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>.

¹³ Eisner, Elliot, *The educational Imagination: On the Design and Evaluation of School Programs*. 3rd Edition (Upper Saddle River, New Jersey: Prentice-Hall, 1985).

¹⁴ *Ibid.*, 97.

In the case of APUSH, we question the decision to limit the content of a course that has been, historically, recognized as a survey course in U.S. history. Limiting content increases the possibility that curriculum is presented in a manner that represents an ideological bias. The potential for ideological bias is evidenced in the suggested resources that the 2014 Framework includes in “gray boxes.”

The gray boxes in the Concept Outline include a total of 224 unique concepts that are provided as suggestions for AP U.S. History teachers. These gray boxes include some topics that are not typically emphasized in U.S. history courses, such as the Black Panthers, John Locke, and Jean-Jacques Rousseau, and exclude topics that are inherent in most U.S. history courses, such as George Washington and the “Founding Fathers.” Additionally, because the 2014 framework provides a large number of suggested concepts, teachers may feel compelled to teach the suggestions, and they may feel limited in their freedom to supplement those topics with specific state-standards or additional supplemental information. Under a system in which “the majority of states require 180 days of student instruction per year,”¹⁵ it is highly plausible that teachers will lack the time to cover additional concepts they may wish to cover, causing them to rely exclusively on the concepts provided in the concept framework. The majority of today’s new teachers who have entered the profession post-2002, the year of implementation of No Child Left Behind, do not know of an era of teaching prior to high-stakes accountability being ingrained in their role as a teacher. By providing a list of suggested topics, teachers may feel constrained to follow the model provided in the 2014 Framework to ensure high scores for their students on the exam, thus “teaching to the test.” Therefore, the Development Committees’ suggestion that teachers are “free to choose materials” will potentially have little influence on a teacher’s choice of materials.

A further, very important, consideration is that student proficiencies as outlined in both

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frameworks differ dramatically. The argument in the 2014 Framework that development of Historical Thinking Skills in a survey course represents “best practices in history education”¹⁶ is suspect and requires further attention. The 2014 Framework suggests that “students will need to master the kinds of thinking skills used by historians in their study of the past ...”¹⁷ Understandably, students who choose history as an area of concentration in their college courses, or as a major field of study, should be trained in the “thinking skills used by historians.” However, the idea that an introductory college course that has, historically, served as a survey course should focus its primary outcome on training students to “think as historians” should be reconsidered. Of particular concern is the emphasis on Interpretation in Historical Thinking Skills objectives. This objective is especially troubling given the fact that “Interpretation” includes not only the ability of students to analyze how historians have interpreted historical events but also to “create their own interpretations of U.S. history.”¹⁸ This addition to the 2014 Framework is a significant change worthy of careful consideration by stakeholders.

Next, the emphasis of social and cultural history in the 2014 Framework is in direct contrast to the emphasis presented as part of the 2010 Framework. The developers of the 2010 Framework appeared to resist allowing “social and cultural history” to dominate the framework. Instead, they sought to balance social and cultural history with other themes in the framework and, therefore, limited social and cultural history to 40 percent of the 2010 Framework. Evidence of this resistance is noted in the statements,

¹⁵ Mikulecky, Marge, *Number of Instructional Days/Hours in a School Year* (Denver, CO: Education Commission of the States, March 15, 2013), 1, <http://www.ecs.org/html/Document.asp?chouseid=10668>.

¹⁶ *AP United States History* (2014), 9.

¹⁷ *Ibid.*

¹⁸ *Ibid.*, 18.

Most institutions offer a survey course, with extensive chronological coverage and readings on a broad variety to topics in such special fields as economic history, cultural and intellectual history, and social history, in addition to political-constitutional and diplomatic history. Other colleges offer courses that concentrate on selected topics or chronological periods. However, both types of courses are concerned with teaching factual knowledge and critical analytic skills.¹⁹

Additionally, developers of the 2010 Framework state, “Much recent scholarship in U.S. history merges social and cultural history. Based on college curriculum survey data, the Development Committee decided to combine these two categories into one called social change, and cultural and intellectual developments.”²⁰ Although the developers of the 2010 Framework argue that “historical inquiry is not neatly divided into categories,”²¹ they carefully considered the weight of each of the categories listed above. The result was 40 percent of the 2010 Framework devoted to “social change, and cultural and intellectual developments.” Of consideration in this debate is why this position was firmly defended in the 2010 Framework, yet “social and cultural history” dominates the 2014 Framework. The change apparently reflects changes in respective college level U.S. history courses; however, the potential outcomes of teaching U.S. history, an introductory survey course in U.S. history, being taught predominantly through a social justice lens are questionable. Additionally, the finding that conflicts between social groups emerged as a persistent theme throughout the

2014 Framework (see Appendix) deserves specific attention. An emphasis on conflict may actually exacerbate, rather than alleviate, some of the social conflict evident in America today, especially since future generations may have only a limited, “snapshot” glimpse of American history as outlined in the 2014 Framework.

Finally, and perhaps most importantly, the ideology represented in the 2014 Framework is a significant change from the perspective presented in 2010. The 2014 Framework states that thematic learning objectives are “written in a way that does not promote any particular political position or interpretation of history.”²² Even though the 2014 Framework includes this statement, it is clear that interpretation of history permeates the framework, particularly in the Concept Outline.

Curriculum will inevitably involve a particular ideology because curriculum developers must decide what concepts are to be included or omitted as part of the curriculum. Developers determine what to include, omit, emphasize, and highlight for teachers to use in their classrooms. When the ideology is not immediately evident to the reader or developer of the curriculum (or framework in this case), it is typically because the ideology aligns with that person’s particular perspective. Our conclusion is that the addition of specific detail in the 2014 Framework will inevitably result in “interpretation of history” no matter who writes the framework. Therefore, since the 2010 Framework includes only a Topic List, as opposed to the detailed Content Outline of the 2014 Framework, the 2010 Framework represents a more balanced, less-biased framework for the teaching of AP U.S. History.

¹⁹ *United States History* (2010), 4.

²⁰ *Ibid.*, 13.

²¹ *Ibid.*

²² *AP United States History* (2014), 10.

Conclusion

Our purpose in analyzing and comparing the 2010 and 2014 AP U.S. History Frameworks, is to provide a platform for further discussion. We have attempted to provide an unbiased, balanced perspective of both frameworks. Our conclusion is that specific, informed attention must be devoted to the revisions of the 2014 Framework to understand significant, potential influences of the revision for generations to come.

Appendix: Description of Findings

Six findings emerge that help to outline the key differences in the two APUSH frameworks. First, the length and level of detail provided in the two frameworks differs with 2014 being much lengthier. Second, the 2014 version puts much greater emphasis on “historical thinking skills.” Third, content knowledge – learning and recalling facts – is de-emphasized in the 2014 standards. Fourth, the 2014 details specific expectations for student understandings whereas such expectations are not in the 2010 framework. Fifth, unlike the 2010 framework, conflict is a pervasive theme in the 2014 framework. Finally, key concepts written into the 2014 framework represent clear interpretations of U.S. history. That is, there is ideological bias in the 2014 framework.

Length and Level of Detail Provided in Each Framework

We begin our comparison of the two documents by highlighting the very obvious differences in the length of the two frameworks (35 pages in the 2010 APUSH Framework; 135 pages in the 2014 APUSH Framework). Initial observation identifies vastly different organizational structures as well. Significant differences in the 2014 Framework include detailed descriptions of nine skill types listed in Historical Thinking Skills, six detailed Thematic Learning Objectives, and a very detailed Concept Outline. The difference in length is primarily explained by the inclusion of the Concept Outline in the 2014 Framework.¹ The Concept Outline includes instructions to teachers for “how to use the Concept Outline,” nine very detailed “Key Concepts,” and suggestions of content for teachers to utilize to teach these Key Concepts. This level of detail is compared to a Topic Outline provided in the 2010 Framework.² The Topic Outline in the 2010 Framework is a list of suggested topics that is “intended as a general guide for AP teachers in structuring their courses for students,” and it provides “broad parameters for the course and may be expanded or modified for instruction.”³

Emphasis on “Historical Thinking Skills”

The 2014 Framework includes a strong emphasis on, and thorough explanation of, the development of Historical Thinking Skills including specific proficiency standards and suggestions of “how” teachers might teach a particular concept to meet identified learning objectives, a component clearly not included in the 2010 Framework.⁴ Historical Thinking Skills are given precedence in the 2014 Framework as evidenced in the statement, “the AP U.S. History course focuses on the development of Historical Thinking Skills and an understanding of content learning objectives organized around seven themes.”⁵ In contrast, the 2010 Framework was designed “to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history.”⁶ Because of the emphasis on Historical Thinking Skills in the revised framework, there are vast differences in the amount of emphasis placed on content in the two frameworks.

Content Knowledge in Each Framework

A significant finding of this analysis is identification of very different perspectives of the importance and utilization of content knowledge. These differences are outlined below.

The 2010 Framework. The 2010 Framework specifically emphasizes the importance of both acquisition of content knowledge and development of critical thinking skills. Content knowledge is recognized as having inherent value as a foundation for development of analytic skills. Teachers are expected to introduce students to a broad array of factual knowledge, and this factual knowledge serves as a “reservoir” that students need in order to exercise analytic skills intelligently. The importance of factual knowledge is emphasized in the statement, “striking a balance between teaching factual knowledge and critical analysis is a *demanding but crucial task* (emphasis ours) in

¹ Ibid, 32-81.

² *United States History* (2010), 7-11.

³ Ibid, 7.

⁴ *AP United States History* (2014), 11-20.

⁵ Ibid, 7.

⁶ *United States History* (2010), 4.

the design of a successful AP course in history.”

⁷ Content knowledge is not the only emphasis in the 2010 Framework. Additional student outcomes include an awareness of multiple interpretations of historical issues in secondary sources, a sense of multiple causation and change over time, and the ability to compare developments or trends from one period to another. However, content knowledge serves as the foundation for these student outcomes. Multiple choice questions are designed to test students’ factual knowledge, breadth of preparation, and knowledge-based analytical skills, and the Data-Based Question (DBQ) emphasizes the ability to analyze and synthesize historical data and assess verbal, quantitative, or pictorial materials as historical evidence. A detailed outline of Themes and Topic Outline of the 2010 Framework is included in Table 4.

The 2014 Framework. In contrast, the 2014 Framework is a skills-based approach to U.S. history focused on teaching Historical Thinking Skills through a list of Thematic Learning Objectives and related Concept Outline. Historical Thinking Skills encompass four Skill Types broken into nine specific skill categories. Thematic Learning Objectives, “what colleges expect AP students to know and be able to do by the end of the AP U.S. History course,”⁸ provide a framework for teachers in teaching Historical Thinking Skills. Themes are identified also that serve the purpose of helping “students to recognize broad trends and processes that have emerged over centuries in what has become the United States.”⁹

Rather than a list of topics or content, the 2014 Framework includes a Concept Outline “to provide teachers with clarity regarding the concepts that students may be asked to analyze on an AP Exam.”¹⁰

This section of the framework also lists related sources that teachers could potentially utilize as teaching tools, thereby assisting teachers in understanding how to highlight the relationship between specific historical developments and larger, thematic understandings.

This use of concepts stands in stark contrast to the 2010 Framework where content knowledge is emphasized as having inherent value. In the 2014 Framework, the content a teacher chooses has only utilitarian value to reach the intended goal of teaching students to “think as historians.” Teachers are free to choose any content that reaches the goals of teaching Historical Thinking Skills and promoting understanding of thematic objectives. A detailed outline of the organization of the 2014 Framework is provided in Table 4 at the end of this appendix.

While each framework lists examples of content that may be included on the AP History exam, an additional difference in the two frameworks is that the 2014 Framework encourages teachers to select “fewer examples (of content) in depth,”¹¹ as opposed to providing a broad understanding of U.S. history, as emphasized in the 2010 Framework. “Gray boxes” in the 2014 Framework provide examples of possible content that could be relevant for a particular concept. The list is illustrative, not mandatory, thereby indicating that content offered across AP U.S. History courses at different locations could and will differ dramatically. Instead, the common element across courses at different locations is the development of Historical Thinking Skills, including interpretation of historical documents. Students are trained to “think” as historians and to understand history according to their own interpretations.¹² Table 1 illustrates differences in the structure and organization of each framework.

⁷ Ibid, 5.

⁸ *AP United States History* (2014), 9-10.

⁹ Ibid, 20.

¹⁰ Ibid, 29.

¹¹ Ibid, 30.

¹² Ibid, 18.

Table 1
 Organization and Areas of Emphasis in Each Framework

2010 Framework	2014 Framework
<p>Goal: To provide the students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history.</p> <p>Skills Emphasized Analytic/critical thinking skills, interpretation, and factual knowledge.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • access historical materials • weigh evidence and interpretations presented in historical scholarship • arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format • analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. <p>12 Themes - Overarching ideas designed to encourage students to think conceptually about the American past and to focus on historical change over time</p> <p>Themes: 1) American Diversity; 2) American Identity; 3) Culture; 4) Demographic Changes; 5) Economic Transformations; 6) Environment; 7) Globalization; 8) Politics and Citizenship 9) Reform; 10) Religion; 11) Slavery and Its Legacies in North America; 12) War and Diplomacy</p> <p>Topic Outline – a list of 28 suggested topics to use a general guide for AP teachers in structuring their courses and for students preparing for the AP U.S. History exam. The topics are not intended to be prescriptive of what teachers must teach. They provide broad parameters for the course and may be expanded or modified for instruction.</p> <p>Curriculum choices (resource materials) left to teacher and district.</p>	<p>Focus: The development of Historical Thinking Skills and an understanding of content learning objectives organized around seven themes.</p> <p>Skills Emphasized: Historical Thinking Skills</p> <p>Skill Type I: Chronological Reasoning</p> <ol style="list-style-type: none"> Historical Causation Patterns of Continuity and Change over Time Periodization <p>Skill Type II: Comparison and Contextualization</p> <ol style="list-style-type: none"> Comparison Contextualization <p>Skill Type III: Crafting Historical Arguments from Historical Evidence</p> <ol style="list-style-type: none"> Historical Argumentation Appropriate Use of Relevant Historical Evidence <p>Skill Type IV: Historical Interpretation and Synthesis</p> <ol style="list-style-type: none"> Interpretation Synthesis <p>7 Thematic Learning Objectives* – What colleges expect AP students to know and be able to do by the end of the AP U.S. History course in order to be exceptionally well qualified for credit and placement.</p> <p>Themes: 1) Identity; 2) Work, Exchange, and Technology; 3) Peopling; 4) Politics and Power; 5) America in the World; 6) Environment and Geography – physical and human; 7) Ideas, Beliefs and Culture</p> <p>*Each objective contains 2-3 overarching questions with related, specific expectations for student understandings (Table 2).</p> <p>A very detailed Concept Outline is provided. This outline gives “teachers the freedom to select course content (individuals, events, documents, etc.) of their own choosing to help their students analyze statements included therein (the Concept Outline)” (p. 30).</p> <p>Curriculum choices (resource materials) left to teacher and district.</p>

Specified Proficiency Standards

A clear difference between the 2010 and 2014 Frameworks is that the 2014 Framework details specific expectations for student understandings, a component not present in the 2010 Framework (see Table 2). These proficiencies are outlined in the section “Learning Objectives by Theme” and in the section “Historical Thinking Skills”.¹³ “Overarching questions” are provided with specific details of how

¹³ Ibid, 11-19 and 21-27.

students are expected to demonstrate mastery of the stated learning objective. Each learning objective is also linked with a specific objective in the Content Outline. Specific proficiencies outlined in the 2014 Framework are listed in Table 2.

This category is addressed in the multiple-choice section of the 2010 exam, and it represents 40 percent of the focus in exam questions. In contrast, the 2014 Framework emphasizes social and cultural history as a persistent theme across all areas of the 2014 Framework.

Table 2
Student Proficiencies by Theme in the 2014 Framework

Learning Objectives by Theme	Students are expected to:
Identity	explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history with special attention given to the formation of gender, class, racial and ethnic identities (p. 21).
Work, Exchange and Technology	explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women... (p. 22).
Peopling	explore the ideas, beliefs, traditions, technologies, religions and gender roles that migrants/immigrants and annexed peoples brought with them... (p. 23).
Politics and Power	trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority... (p. 24).
America in the World	investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself (p. 25).
Ideas, Beliefs, and Culture	analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals (p. 27).
Skills Emphasized	
<u>Skill type 1: Chronological Reasoning</u>	<p>Historical Thinking Skills</p> <p>Historical Causation Compare causes and/or effects, including between short-and long-term effects; Analyze and evaluate the interaction of multiple causes and/or effects; Assess historical contingency by distinguishing among coincidence, causation and correlation, as well as critiquing existing interpretations of cause and effect</p> <p>Patterns of Continuity and Change over Time Analyze and evaluate historical patterns of continuity and change over time; connect patterns of continuity and change over time to larger historical processes or themes</p> <p>Periodization Explain ways that historical events and processes can be organized within blocks of time; analyze and evaluate competing models of periodization of U.S. history</p>

Learning Objectives by Theme

Students are expected to:

Skill Type II: Comparison and Contextualization

Comparison

Compare related historical developments and processes across place, time, and/or different societies within one society; Explain and evaluate multiple and differing perspectives on a given historical phenomenon

Contextualization

Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time; Explain and evaluate ways in which a phenomenon, event, or process connects to other similar historical phenomena across time and place

Skill Type II: Comparison and Contextualization

Comparison

Compare related historical developments and processes across place, time, and/or different societies within one society; Explain and evaluate multiple and differing perspectives on a given historical phenomenon

Contextualization

Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time; Explain and evaluate ways in which a phenomenon, event, or process connects to other similar historical phenomena across time and place

Skill Type III – Crafting Historical Arguments from Historical Evidence

Historical Argumentation

Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence; Construct convincing interpretations through analysis of disparate, relevant historical evidence; Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments

Appropriate Use of Relevant Historical Evidence

Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered; Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions

Skill Type IV – Historical Interpretation and Synthesis

Interpretation

Analyze diverse historical interpretations: Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time

Synthesis

Combine disparate sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past: Apply insights about the past to other historical contexts or circumstances, including the present

Table 3

Examples of Social Group Conflict Included in the 2014 Framework

Spanish, Portuguese, British, French, and Dutch explorers vs Native Americans
Spanish colonies and Indian labor and African slavery
Spanish and Portuguese explorers vs American Indians
Europeans vs American Indians
Europeans vs Africans
“white-Indian conflict”
established colonial “elites” vs British rule
women’s rights
proslavery groups vs Abolitionists
gap between rich and poor
Nativist movement vs Catholic immigrants
U.S. government vs Hispanics and American Indians
lives of “extravagant consumption” vs relative poverty
big business vs labor movements
government organizations and conservationist organizations vs corporate interests
division of social conditions among classes, races, ethnicities and cultures in cities
Federal Government vs American Indians
urban vs rural
Fundamentalist Christianity vs scientific modernism
native-born vs immigrants
management vs labor
gender/sexuality and ethnic inequalities
liberalism vs conservatism
Latinos, American Indians and Asian Americans demand social and economic equality and a “redress of past injustices (p. 75)
The Black Panthers
activists and legislators vs “abuse of natural resources and alarming environmental problems” (p. 76)
sexual revolution vs social, economic, and political values of the previous generation
evangelical and fundamentalist Christian churches/organizations vs liberal social and political trends
gay and lesbian fight for equality
debates about gender roles, family structure, racial and national identity

Conflict as a Theme

Conflict between social groups appeared to be the predominant theme across all aspects of the 2014 Framework. Because this theme is so pervasive, we do not attempt to provide a complete list of identified conflicts here. For illustrative purposes, we provide an abbreviated list of conflict between social groups included in the framework in Table 3.

Further evidence of an emphasis on conflict throughout the framework is evidenced throughout the Key Concepts. For example, Key Concept 3.2.II.B describes the development of the Constitution in this way,

Delegates from states worked through a series of compromises to form a

Constitution for a new national government while providing limits on federal power....

As the first national administrations began to govern under the

Constitution, continued debates about such issues as...¹⁴

An additional, significant, example of the prevalence of conflict throughout the 2014 Framework is evidenced in the fact that 13 of the 15 overarching questions and related learning objectives ask students to analyze conflict, debates, or differences among social groups in either the overarching question itself or at least one of the learning objectives.

¹⁴ Ibid, 45.

Ideological Bias in the 2014 Framework

The 2014 Framework includes the statement, “thematic learning objectives are written in a way that does not promote any particular political position or interpretation of history.”¹⁵ Although the 2014 Framework’s “Key Concepts throughout the Concept Outline” are written as “fact,” they actually represent interpretations of U.S. history. For example, Key Concept 2.1.II.C states, “Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led British colonists into violent confrontations with native peoples.”¹⁶ Additionally, Key Concept 7.3.I.A states,

The perception in the 1890s that the western frontier was “closed,” economic motives, competition with other European imperialist ventures of the time, and racial theories all furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe.¹⁷

Key Concept 1.3.I.B states, “Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.”¹⁸ Key Concept 8.2.III.B states,

Liberal ideas were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society social

programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority.¹⁹

Additionally, Key Concept 9.1.II.A states, “Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.”²⁰ The wording of this particular concept indicates that taxes are more or less promoted by the Conservative movement, representing a potential bias in the curriculum. Another example of interpretation of U.S. history is identified in Key Concept 7.2.II.C, “Several acts of Congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.”²¹ Table 4 compares the 2010 Topic list and the 2014 Concept Outline. Due to the amount of text included in the Concept Outline, we included only the main Key Concept (without listing sub-elements) and suggested resources from the Concept Outline. We recommend a careful and thorough reading of the Concept Outline. The entire list of concepts can be found in the 2014 Framework on pages 32-81. Table 4 provides a comparison of the 2010 Topic Outline and the Concept Outline of the 2014 Framework as well as the Themes versus Skills approaches.

¹⁵ Ibid, 10.

¹⁶ Ibid, 37.

¹⁷ Ibid, 69-70.

¹⁸ Ibid, 35.

¹⁹ Ibid, 75.

²⁰ Ibid, 79.

²¹ Ibid, 69.

Table 4

Comparison of Suggested Topics of 2010 Framework and Concept Outline of 2014 Framework

2010 Framework Outline		2014 Framework Outline	
Themes	Topic Outline	Skills	Themes and Thematic Learning Objectives
<p>American Diversity The diversity of the American people and the relationship among different groups. The roles of race, class, ethnicity, gender in the history of the United States.</p> <p>American Identity Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.</p> <p>Culture Diverse individual and collective expressions through literature, art, philosophy, music theater, and film throughout U.S. history Popular culture and the dimensions of cultural conflict within American society.</p> <p>Demographic Changes Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.</p> <p>Economic Transformations Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.</p>	<p>Pre-Columbian Societies Early inhabitants and the Americas American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley American Indian cultures of North America at the time of European contact</p> <p>Transatlantic Encounters and Colonial Beginnings (1492-1690) First European contacts with American Indians Spain’s empire in North America French colonization of Canada English settlement of New England, the Mid-Atlantic region, and the South From servitude to slavery in the Chesapeake region Religious diversity in the American colonies Resistance to colonial authority: Bacon’s rebellion, the Glorious Revolution , and the Pueblo Revolt</p> <p>Colonial North America (1690-1754) Population growth and immigration Transatlantic trade and the growth of seaports The eighteenth-century back country Growth of plantation economies and slave societies The Enlightenment and the Great Awakening Colonial governments and the imperial policy in British North America</p> <p>The American Revolutionary Era, 1754-1789</p>	<p>Skills Emphasized</p> <p><u>Skill type I: Chronological Reasoning</u></p> <p>Historical Causation Compare causes and/or effects, including between short-and long-term effects; Analyze and evaluate the interaction of multiple causes and/or effects; Assess historical contingency by distinguishing among coincidence, causation and correlation, as well as critiquing existing interpretations of cause and effect</p> <p>Patterns of Continuity and Change over Time Analyze and evaluate historical patterns of continuity and change over time; connect patterns of continuity and change over time to larger historical processes or themes</p> <p>Periodization Explain ways that historical events and processes can be organized within blocks of time; analyze and evaluate competing models of periodization of U.S. history</p> <p><u>Skill Type II: Comparison and Contextualization</u></p> <p>Comparison Compare related historical developments and processes across place, time, and/or different societies within one society; Explain and evaluate multiple and differing perspectives on a given historical phenomenon</p>	<p><u>Themes</u></p> <p>Identity Work, Exchange and Technology Peopling Politics and Power American in the World Environment and Geography – physical and human Ideas, Beliefs, and Culture</p> <p><u>Period I: 1491-1607</u> <u>On a North American Continent controlled by American Indians, contact among the peoples of Europe, the Americans, and West Africa created a new world</u> Key Concept 1.I: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other Pueblo, Chinook, Iroquois, Algonquian Key Concept 2.I: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic Smallpox, Mestizo, Zambo, horses, cows, sugar, silver Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each groups</p>

2010 Framework Outline		2014 Framework Outline	
Themes	Topic Outline	Skills	Themes and Thematic Learning Objectives
<p>Environment Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.</p> <p>Globalization Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.</p> <p>Politics and Citizenship Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.</p> <p>Reform Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, gay rights, war, public health, and government</p> <p>Religion The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society</p>	<p>The French and Indian War The Imperial Crisis and resistance to Britain The War for Independence State constitutions and the Articles of Confederation The federal Constitution The Early Republic (1789-1815) Washington, Hamilton, and shaping of the national government Emergence of political parties: Federalists and Republicans Republican Motherhood and education for women Beginnings of the Second Great Awakening Significance of Jefferson's presidency Expansion into the trans-Appalachian West; American Indian Resistance Growth of slavery and free Black communities The War of 1812 and its consequences Transformation of the Economy and Society in Antebellum America The transportation revolution and creation of a national market economy Beginnings of industrialization and changes in social and class structures Immigration and nativist reaction Planters, yeoman farmers, and slaves in the cotton South The Transformation of Politics in Antebellum America Emergence of the second party system Federal authority and</p>	<p>Contextualization Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time; Explain and evaluate ways in which a phenomenon, even, or process connects to other similar historical phenomena across time and place</p> <p><u>Skill Type III – Crafting Historical Arguments from Historical Evidence</u></p> <p>Historical Argumentation Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence; Construct convincing interpretations through analysis of disparate, relevant historical evidence; Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments</p> <p>Appropriate Use of Relevant Historical Evidence Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered; Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions</p>	<p>Juan de Sepulveda, Bartolome de Las Casas, Spanish mission system, Pueblo, Juan de Onate <u>Period 2: 1607-1754</u> <u>Europeans and American Indians maneuvered and fought for dominance, control, and security of North America, and distinctive colonial and native societies emerged.</u> Key Concept 2.1: Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization Rebellion, sabotage, escape, the Carolinas (rice); Barbados (sugar) Key Concept 2.2: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples Beaver Wars, Chickasaw Wars, fur, tobacco, Wool Act, Molasses Act, widespread smuggling in Spanish and English colonies; Catawba nation, population collapse and dispersal of Huron Confederacy, religious conversion among Wampanoag in New England leading to the outbreak of King Phillip's War, praying towns, clothing Key concept 2.3: The increasing political,</p>

2010 Framework Outline		2014 Framework Outline	
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<p>Slavery and Its Legacies in North America Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.</p> <p>War and Diplomacy Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy and society.</p>	<p>its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates Jacksonian democracy and its successes and limitations Religion, Reform, and Renaissance in Antebellum America Evangelical Protestant revivalism Social reforms Ideals of domesticity Transcendentalism and utopian communities American Renaissance; literary and artistic expressions Territorial Expansion and Manifest Destiny Forced removal of American Indians to the trans-Mississippi West Western migration and cultural interactions Territorial acquisitions Early U.S. imperialism: The Mexican War The Crisis of the Union Pro and antislavery arguments and conflicts Compromise of 1850 and popular sovereignty The Kansas-Nebraska Act and the emergence of the Republican party Abraham Lincoln, the election of 1860, and succession Civil War Two societies at war: mobilization, resources, and internal dissent Military strategies and foreign diplomacy Emancipation and the role of African Americans in the war Social, political, and economic effects of war in the North, South and West</p>	<p><u>Skill Type IV – Historical Interpretation and Synthesis</u></p> <p>Interpretation Analyze diverse historical interpretations: Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time</p> <p>Synthesis Combine disparate sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past: Apply insights about the past to other historical contexts or circumstances, including the present</p>	<p>economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America. Maryland Toleration Act of 1649, founding of Pennsylvania, John Locke, Casta system, mulatto, Metis, dominion of New England, Navigation Acts, Great Awakening, republicans <u>Period 3: 1754-1800 British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.</u> Key Concept 3.1: Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States. Pontiac’s Rebellion, Proclamation of 1763, Iroquois Confederation, Chief Little Turtle and the Western Confederacy, Stamp Act, Committees of Correspondence, Intolerable Acts, Sons of Liberty, Mercy Otis Warren, Letters from a Farmer in Pennsylvania, Key Concept 3.2: In the late 18th century,</p>

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	<p>Reconstruction Presidential and Radical Reconstruction Southern state governments: aspirations, achievements, failures Role of African Americans in politics, education and the economy Compromise of 1877 Impact of Reconstruction The Origins of the New South Reconfiguration of southern agriculture: sharecropping and crop-lien system Expansion of manufacturing and industrialization The politics of segregation: Jim Crow and disenfranchisement</p> <p>Development of the West in the Late 19th Century Expansion and development of western railroads Competitors for the West: miners, ranchers, homesteaders, and American Indians Government policy toward American Indians Gender, race, and ethnicity in the far West Environmental impacts of western settlement</p> <p>Industrial American in the Late 19th Century Corporate consolidation of industry Effects of technological development on the worker and workplace Labor and labor unions National politics and influence of corporate power Migration and immigration: the changing face of the nation</p>		<p>new experiments with democratic ideas and republican forms of government, as well as other new religious economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.</p> <p>John Locke, Jean-Jacques Rousseau, Adam Smith, tariff and currency disputes, Spanish restrictions on navigation of the Mississippi river, Kentucky and Virginia Resolutions, Hamilton's Financial Plan, Proclamation of Neutrality, Abigail Adams, Pennsylvania Gradual Emancipation Law</p> <p>Key Concept 3.3: Migration within North American cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic multiracial national identity.</p> <p>March of the Paxton Boys, Battle of Fallen Timbers Scots-Irish, Shay's Rebellion, frontier vs. tidewater Virginia, corridos, architecture of Spanish missions, vaqueros, Jay's Treaty, Pinckney's Treaty</p> <p><u>Period 4: 1800-1848 The new republic struggled to define and extend democratic ideals</u></p>

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	<p>Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel</p> <p>Urban Society in the late 19th Century</p> <p>Urbanization and the lure of the city</p> <p>City problems and machine politics</p> <p>Intellectual and cultural movements and popular entertainment</p> <p>Populism and Progressivism</p> <p>Agrarian discontent and political issues of the late 19th Century</p> <p>Origins of Progressive reform: municipal, state, and national</p> <p>Roosevelt, Taft, and Wilson as Progressive Presidents</p> <p>Women’s roles: family, workplace, education, politics, and reform</p> <p>Black America: urban migration and civil rights initiatives</p> <p>The Emergence of America as a World Power</p> <p>American imperialism: political and economic expansion</p> <p>War in Europe and American neutrality</p> <p>The First World War at home and abroad</p> <p>Treaty of Versailles</p> <p>Society and economy in the postwar years</p> <p>The New Era: 1920s</p> <p>The business of American and the consumer economy</p> <p>Republican politics: Harding, Coolidge, and Hoover</p> <p>The culture of Modernism: science, the arts and entertainment</p>		<p><u>in the fact of rapid economic, territorial, and demographic changes.</u></p> <p>Key Concept 4.1: The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nations’ democratic ideals and to reform its institutions to match them.</p> <p>McCulloch v. Maryland, Worcester v. Georgia; New England opposition to the Embargo Act, debates over the tariff and internal improvements; Charles G. Finney, Seneca Falls Convention, Utopian communities, American Colonization Society, Frederick Douglass, The Hudson River School, John James Audobon, Richard Allen, David Walker, slave music</p> <p>Key Concept 4.2: Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods</p> <p>Steel plow, mechanical reaper, Samuel Slater, Lowell system, Baldwin Locomotive Works, anthracite coal mining, cult of domesticity, Lydia Maria Child, early labor unions</p>

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	<p>Responses to Modernism: religious fundamentalism, nativism, and Prohibition</p> <p>The ongoing struggle for equality: African Americans and women</p> <p>The Great Depression and the New Deal</p> <p>Causes of the Great Depression</p> <p>The Hoover administration's reasons</p> <p>Franklin Delano Roosevelt and the New Deal</p> <p>Labor and union recognition</p> <p>The New Deal coalition and its critics from the Right and Left</p> <p>Surviving hard times: American society during the Great Depression</p> <p>The Second World War</p> <p>The rise of fascism and militarism in Japan, Italy, and Germany</p> <p>Prelude to war: policy of neutrality</p> <p>The attack on Pearl Harbor and United States declaration of war</p> <p>Fighting a multi-front war</p> <p>Diplomacy, war aims, and wartime conferences</p> <p>The United States as a global power in the Atomic Age</p> <p>The Home Front During the War</p> <p>War time mobilization of the economy</p> <p>Urban migration and demographic changes</p> <p>Women, work and family during war</p> <p>Civil liberties and civil rights during war time</p> <p>War and regional development</p>		<p>Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nations' foreign policy and spurred government and private initiatives.</p> <p>Negotiating the Oregon border, annexing Texas, trading with China, Monroe Doctrine, Webster-Ashburton Treaty, designating slave/nonslave areas, defining territories for American Indians, Hartford Convention, nullification crisis, War Hawks, Indian Removal Act, Seminole Wars</p> <p><u>Period 5: 1844-1877 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</u></p> <p>Key Concept 5.1: The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.</p> <p>Clipper ships, Commodore Matthew Perry's expedition to Japan, missionaries, parochial schools, Know-Nothings, Mormons, the gold rush, the Homestead Act, Mariano Vallejo, Sand Creek Massacre, Little Big</p>

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	<p>Expansion of government power</p> <p>The United States and the Early Cold War</p> <p>Origins of the Cold War</p> <p>Truman and containment</p> <p>The Cold War in Asia: China, Korea, Vietnam, and Japan</p> <p>Diplomatic strategies and policies of the Eisenhower and Kennedy administrations</p> <p>The Red Scare and McCarthyism</p> <p>Impact of the Cold War on American society</p> <p>The 1950s</p> <p>Emergence of the modern civil rights movement</p> <p>The affluent society and “the other America”</p> <p>Consensus and conformity: suburbia and middle-class America</p> <p>Social critics, nonconformists, and cultural rebels</p> <p>Impact of changes in science, technology, and medicine</p> <p>The Turbulent 1960s</p> <p>From the New Frontier to the Great Society</p> <p>Expanding movements for civil rights</p> <p>Cold War confrontations: Asia, Latin America and Europe</p> <p>Beginning of Détente</p> <p>The antiwar movement and the counterculture</p> <p>Politics and Economics at the End of the Twentieth Century</p> <p>The election of 1968 and the “Silent Majority”</p> <p>Nixon’s challenges: Vietnam, China, and</p>		<p>Horn, John C. Calhoun, minstrel shows</p> <p>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.</p> <p>Gettysburg, March to the Sea, Hiram Revels, Blanche K Bruce, Robert Smalls</p> <p><u>Period 6: 1865-1898</u></p> <p><u>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 challenges.</u></p> <p>Key Concept 6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. Economy and environment, and renewed debates over U.S. national identity.</p> <p>John D. Rockefeller, J. P. Morgan, Knights of Labor, American Federation of Labor, Mother Jones, The Grange, Los Gorras Blancas, Colored Farmers’ Alliance</p> <p>Key Concept 6.2: The emergence of an industrial culture in the United States led to both</p>

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	<p>Watergate</p> <p>Changes in the American economy: the energy crisis, deindustrialization, and the service economy</p> <p>The New Right and the Reagan revolution</p> <p>End of the Cold War</p> <p>Society and Culture at the End of the Twentieth Century</p> <p>Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America</p> <p>Revolutions in biotechnology, mass communication, and computers</p> <p>Politics in a multicultural society</p> <p>The United States in the Post-Cold War World</p> <p>Globalization and the American economy</p> <p>Unilateralism vs. multilateralism in foreign policy</p> <p>Domestic and foreign terrorism</p> <p>Environmental issues in a global context</p>		<p>greater opportunities for, and restrictions on, immigrants, minorities and women.</p> <p>National American Woman Suffrage Association, Woman’s Christian Temperance Union, subsidies, land-grant colleges, Dawes Act, Chief Joseph, Ghost Dance movement</p> <p>Key Concept 6.3: The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies</p> <p>Referendum, socialism, Interstate Commerce Act, American Protective Association, Chinese Exclusion Act, Henry George, Edward Bellamy, Gospel of Wealth, Booker T. Washington, Ida Wells-Barnett, Elizabeth Cady Stanton</p> <p><u>Period 7: 1890-1945 An increasingly pluralistic United States faced profound domestic global challenges, debated the proper degree of government activism, and sought to define its international role</u></p> <p>Key Concept 7.1: Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.</p> <p>Clayton Antitrust Act,</p>

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			<p>Florence Kelley, Federal Reserve Bank, National Recovery Administration, Tennessee Valley Authority, Federal Writers' Project, Huey Long, Supreme Court fight, Social Security Act, Federal Deposit Insurance Corporation (FDIC)</p> <p>Key Concept 7.2: A revolution in communications and transportation technology helped to create a new mass culture and spread "modern" values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress. Radio, motion pictures, automobiles, Yiddish theater, jazz, Edward Hopper, Great Depression-era deportations, Bracero program, Luisa Moreno</p> <p>Key Concept 7.3: Global conflicts over resources territories and ideologies renewed debates over the nation's values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position Dollar diplomacy, Mexican intervention, Washington Naval Conference, Stimson Doctrine, Neutrality Acts, Atlantic Charter, development of sonar, Manhattan Project</p> <p><u>Period 8: 1945-1980</u> <u>After World War II, the United States grappled</u></p>

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			<p><u>with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals</u></p> <p>Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences. Development of hydrogen bomb, massive retaliation, space race, Suez Crisis, Organization of the Petroleum Exporting Countries (OPEC)</p> <p>Key Concept 8.2: Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses</p> <p>Fannie Lou Hamer, John Lewis, Thurgood Marshall, The Feminine Mystique, Gloria Steinem, Griswold v. Connecticut, Miranda v. Arizona, Students for a Democratic Society, Black Panthers</p> <p>Key Concept 8.3: Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.</p>

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			<p>Beat movement, The Affluent Society, rock and roll music, Rachel Carson, Clean Air Act, Watergate, Bakke v. University of California, Phyllis Schlafly</p> <p><u>Period 9: 1980-Present</u> <u>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.</u></p> <p>Key Concept 9.1: A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.</p> <p>OPEC oil embargo, 1970s inflation, Iranian hostage crisis, Moral Majority, Focus on the Family, tax cuts under Ronald Reagan and George W. Bush, Contract with America, Planned Parenthood v. Casey, expansion of Medicare and Medicaid, growth of the budget deficit</p> <p>Key Concept 9.2: The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role</p> <p>“Star Wars” missile defense system, Start I</p> <p>Key Concept 9.3: Moving</p>

2010 Framework Outline		2014 Framework Outline	
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			to the 21 st century, the nation continued to experience challenges stemming from social, economic, and demographic changes North American Free Trade Agreement, debates over health care reform, debates over Social Security reform, Immigration Reform and Control Act of 1986, Don't Ask Don't Tell debate

