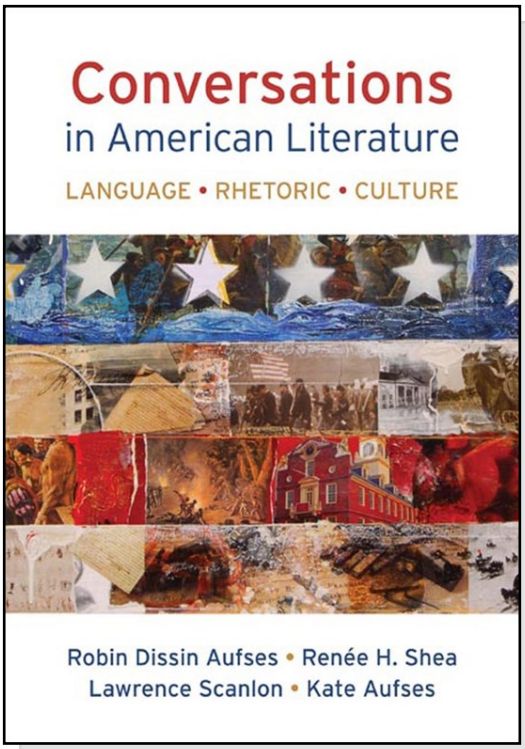
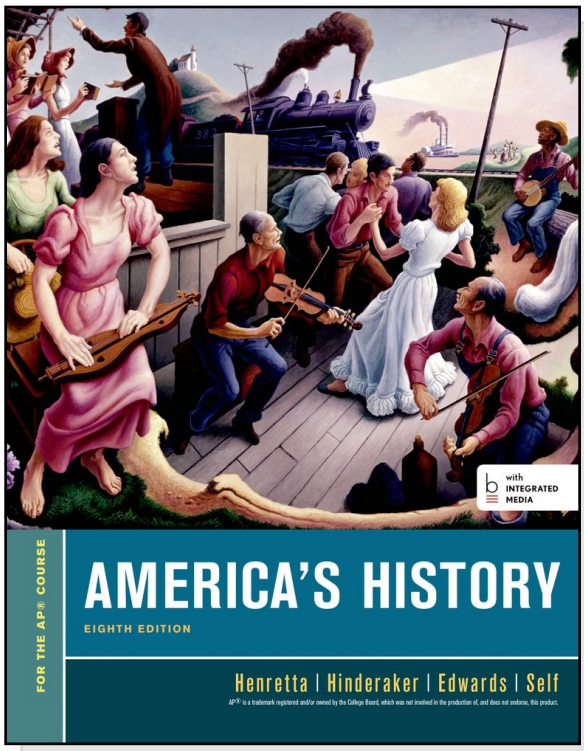
A Guide to Team Teaching AP® English Language and Composition and AP® United States History





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Part 1 – Benefits of Team Teaching AP English Language and Composition and AP United States History

AS A HISTORY TEACHER I FOUND MYSELF STUCK:
Too much content, too many skills, too many students, too little time for writing instruction. How could I get past the gnawing feeling that I was "covering" history more than "teaching" it?

AS AN ENGLISH TEACHER I FOUND MYSELF TRAPPED:
Student essay after student essay demonstrating the solid bones of an argument, but no meaty evidence. How could I respond to each essay without filling the margins with individualized suggestions for additional sources to flesh out their position? I felt I needed content to reference in order to help my students develop as writers.

> "One of the best parts of the combo class was learning how to write in [AP Lang] class, then implementing those skills in a new way during the tests in APUSH. The best section of AP Lang was definitely the first one—learning how to write an argument. Even though it was rough at first, the stuff we did with that unit, such as analyzing passages… really transformed the way that I think. I also found myself using a lot of what we learned upstairs [APUSH] in the arguments that we wrote downstairs [AP Lang], such as the topic of slavery or civil rights…. Additionally, introducing DBQs and Synthesis essays at the same time was helpful."
>
> – Student Reflection

In a perfect world, students would approach a text by Thomas Paine understanding his role in the American Revolution, the context of the situation in the colonies, and the impact of the written word on public opinion at the time. Such students would encounter the text critically and carefully, looking for Paine's motives, grasping how his

pamphlet stirred the nation to such a degree that John Adams remarked: "Without the pen of the author of *Common Sense*, the sword of Washington would have been raised in vain."

Ideally, this same level of critical thinking would inform students' positions on contemporary issues, allowing them to connect back to relevant examples throughout America's history. They would effectively use their own tools as writers to construct formidable arguments.

In practice, however, this rarely happens. While students are taught context in their history classes, there is often little time left over to devote to the writing skills necessary for textual analysis. In English classes, students focus on the practice of writing arguments and analyzing text, which leaves little time for instruction on historical context. Thus, opportunity to cultivate deeper understanding is missed.

> "I found the combo days to be particularly instructive as we were able to analyze historical events and documents from a language perspective, not simply from the typical "cause/effect" history strategy that beleaguered many students…in ninth grade history. APLANG made my writing more succinct and powerful, and that transferred very nicely over to APUSH.… [In addition,] having useful content and understanding of context to use on APLANG essays [eased] the transition between writing styles in… APUSH."
>
> -Student Reflection

The solution we've crafted combines history and language arts, specifically the context and thinking skills of AP U.S. History and the rhetoric and textual analysis of AP English Language and Composition In this quick guide, we'll briefly discuss the benefits and challenges of team teaching these courses, offer suggestions for integration, and then present model lessons to get you started.

BENEFITS FROM THE HISTORY TEACHER'S PERSPECTIVE

1) OPPORTUNITIES TO TARGET CLOSE READING AND WRITING SKILLS. The post-2014 AP U.S. History curriculum framework has placed unprecedented emphasis on close reading and writing. Partnering with an AP Language teacher throughout the year can enable the APUSH teacher to improve students' writing. Consistent collaboration avoids blurring student perceptions, since the two courses' expectations for written work do, in fact, differ. While it is true that some of the terminology associated with the two courses is not as portable as it appears to be at first (e.g., skill terms like synthesis and argumentation), the history teacher will still find a great deal of common ground with his or her language arts counterpart. Strong writing depends upon clear thesis statements, coherent organization, and solid support—key skills taught and assessed in AP Language.

2) GREATER FREEDOM IN ADDRESSING MODERN CONTENT. Many frequently used reading selections in AP Language are contemporary twentieth and twenty-first century responses to historical themes and issues that appear in the AP U.S. History framework as early as the 1500s. As a result, combining the two courses purchases the instructional time necessary for the U.S. history instructor to exit a strict chronological curriculum and incorporate modern content. The new APUSH Curriculum Framework's focus on student analysis of continuity and change across multiple time periods, including greater emphasis on the modern era, dovetails nicely with this team teaching approach. Bringing your shared students together for a whole group discussion periodically also minimizes student confusion about historical chronology. For example, a discussion emphasizing the

rhetorical power of the Civil Rights-era readings in *Conversations in American Literature* (AP Lang) easily aligns with the Civil War and Reconstruction chapters (Chapters 14-15) in *America's History* (APUSH).

BENEFITS FROM THE ENGLISH TEACHER'S PERSPECTIVE

1) ACCESS TO CONTEXT AND EVIDENCE. The framework of AP English Language and Composition focuses entirely on skills, allowing schools and individual teachers freedom in determining reading lists and specific content for the course. In many schools the resultant curriculum blends American literature with rhetoric. In such a course, it is necessary for students to have a firm understanding of the historical issues surrounding both the literature and the historical roots of current issues to construct their own arguments and analyze the rhetoric of foundational U.S. documents. Pairing AP U.S. History with AP English language gives students a richer arsenal of evidence to support their written arguments. Put simply, in calling upon the material learned in AP U.S. History, student writers craft more deeply contextualized arguments in their AP Language coursework.

2) GREATER FREEDOM TO FOCUS ON RHETORIC. Most AP Language textbooks include strong selections for engaging students in the analytical process. However, without independent student inquiry or teacher-led discussions supplying context, those selections are often drained of their impact. To compensate, an AP Lang teacher must impart a document's historical and cultural context before the class can even begin to wrestle with its rhetoric. Yet when AP Language and AP U.S. History are combined, every selection that might demand its own mini-lesson for context can be aligned with the

corresponding period in the history teacher's domain, effectively buying back class time to advance instruction on the rhetorical situation. In this environment, student conversations about the role social, political, and economic forces play in rhetoric can take the place of the teacher-centered background instruction that once dominated the lesson.

BENEFITS FROM AN ADMINISTRATOR'S PERSPECTIVE

1) ALIGNMENT WITH COMMON CORE. These standards directly tie the skill of Literacy to specific content readings. Pairing history with language arts classes provides students with primary and secondary sources with which to identify and evaluate main ideas of complex texts. Both the AP U.S. History Document-Based Question and the AP Language synthesis essay question reinforce the Common Core objectives for students to learn to evaluate multiple sources and integrate textual evidence into effective writing. Furthermore, AP English Language and Composition prepares students to dissect the methods and motives in arguments from a variety of non-fiction texts — scientific, political, etc. Students in AP Language read in order to then make arguments, synthesizing sources into coherent arguments of their own. Not only do these skills directly transfer to the objectives of AP U.S. History, they reinforce Common Core's focus on students building and presenting knowledge.

2) TEST PREPARATION AND STUDENT PERFORMANCE. There are no guarantees when looking to improve test scores; however, the clear overlap of skills and writing modes necessary to succeed on the AP Language and AP U.S. History exams makes the purposeful pairing of courses valuable. In the APUSH redesign, writing accounts for

60% of the national exam. Writing instruction for the argument essay can be applied directly to the history exam's Short-Answer and Long Essay Questions. It is also the case that the necessary skills for successfully completing the AP Language synthesis prompt and the APUSH Document-Based Question overlap in many ways. When a school connects the courses in a way that purposefully harnesses the strengths of two professional educators, its students routinely witness the skills they would otherwise learn in isolation applied, reinforced, and translated across both disciplines. It makes students stronger thinkers (and holds the potential to raise scores on both exams).

Part 2 – Approaches for Team Teaching AP English Language and Composition and AP United States History

COORDINATING CURRICULUM AND OBJECTIVES

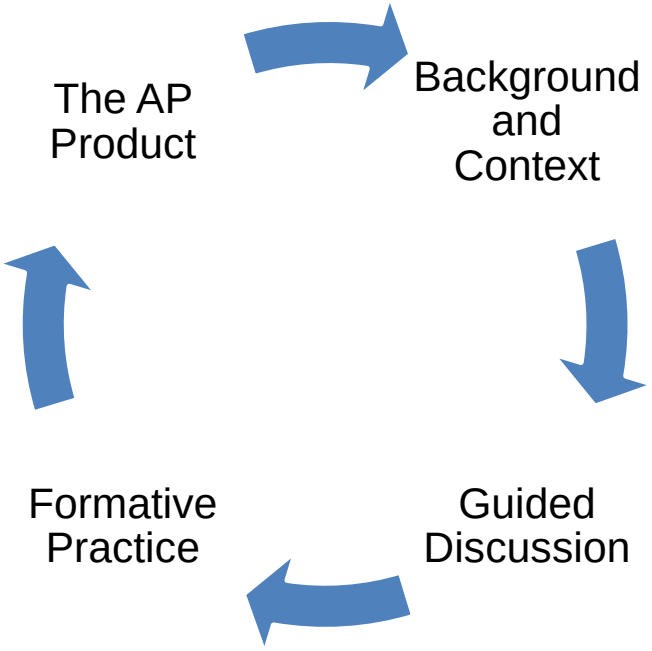
In considering how (or whether) to team teach AP Language and AP U.S. History, it might be tempting at the outset to strive for the deepest integration possible — drafting one comprehensive syllabus, assembling a common library of materials, and contemplating shared writing projects — in effect creating a hybrid "American Studies" course. But our experience has shown that such a complete synthesis of AP Language and APUSH may actually complicate effective instruction and planning. We recommend considering a gumbo, not a broth. Maintaining separate syllabi and course frameworks reinforces the fact that the two courses complement one another without blurring the important distinctions between them. This approach also assures that as College Board audit requirements for syllabi, assessments, and approved texts evolve, a teacher retains the flexibility to adopt changes individually that might otherwise prove cumbersome.

To accomplish the goal of studying America — its history, its culture, its literature, its language—while still preserving the distinct integrity of each AP course, we'll be using two texts: *America's History* by Henretta, Hinderaker,

Edwards, and Self and *Conversations in American Literature* by Aufses, Shea, Scanlon, and Aufses. The first textbook is an American history survey designed specifically for AP U.S. History; the latter is a new kind of American literature anthology — one that puts nonfiction on equal footing with traditionally taught fiction and poetry — built for the AP Language course. Using the two texts in an integrated APUSH/AP Language classroom can mean employing *America's History* as a supplemental reader for *Conversations*, or vice versa.

CREATING A UNIT

The suggested components of an instructional unit begin with background and context, then build to discussion and practice, all of which culminates in an AP-level writing product. This AP-level product can in turn help establish the background and context for the next.



BACKGROUND AND CONTEXT

At the earliest stages of collaboration, teachers may simply assign sections in *America's History* to provide students with an enriching context for the selections in *Conversations*. Although not incredibly sophisticated, this approach to integrating the two texts proves useful — especially in the beginning when you

are, understandably, more concerned with jumpstarting your respective classrooms. Even without more in-depth exploration, merely continuing to pair the two textbooks throughout the year reinforces for our students the value of generating their own questions: *Why did my teachers pair these two passages? How do the selections speak to one another? Why is this* Conversations *essay so modern when we have not yet moved beyond 1800 in our AP U.S. History class?*

To help teachers generate ideas for collaboration, Table 1 provides a detailed pairing of readings from both textbooks.

GUIDED DISCUSSION

Once a collaborative lesson or unit has been selected, guided classroom discussions allow students to demonstrate historical thinking skills and practice supporting a well-developed position. The informal atmosphere of class discussion cultivates a student's willingness to engage with difficult material without the fear of a scored assessment. These classroom conversations are the blueprints for later student writing.

Discussion techniques that have proven successful in your respective courses often work just as well when your students are combined. Examples include **debate** (are the Chesapeake and Massachusetts Bay communities as different as we've been led to believe?), **mock trial** (can Jefferson's values be reconciled with the legacy of Monticello?), **Socratic circles** (was Versailles a failure of Wilson's rhetoric or the treaty's deeper flaws?), and no doubt countless others that you have in your repertoire.

The selections paired in Table 1 sometimes present admittedly transparent, "overt" points of intersection (e.g., the laments of an indentured servant considered alongside the despair of the enslaved); others are more enigmatic, but always authentic, interesting, and rewarding. That said, not all of our pairings will work well for every teacher; while we encourage you to experiment with new curriculum components, we also encourage you have faith in what you have done before. Our experience has revealed that regularly bringing students together in one classroom with both teachers for these discussions solidifies the transfer of knowledge and skills between the two courses.

FORMATIVE PRACTICE

Once the groundwork has been established through class discussion, students should feel comfortable generating a tentative product — annotating documents, crafting thesis statements, writing first draft responses to AP-style prompts, etc. In these lessons students are not writing formal essays, but they are assembling the raw materials necessary for that process. Team teaching these lessons solidifies the transfer of skills between the two courses.

In such formative practice assignments, we recommend that students be required to both analyze the rhetorical devices in a primary document and evaluate the source's *historical* implications. For example, Chapter 19 of *America's History* provides students with documents that both champion and criticize Social Darwinism during the Gilded Age. Students might be asked to evaluate where Andrew Carnegie falls along that spectrum of opinion, particularly in light of the perspective he expresses in the *Gospel of Wealth* (*Conversations in American Literature*, Chapter 8). Helpful questions to jumpstart students include: *What is the author's perspective? On what premises are the source's arguments based? Does the source ignore the perspective introduced by a companion document? Challenge it? Reinforce it?*

THE AP PRODUCT

Ultimately, your goal in both classrooms is to see your students write successful responses to both AP English Language rhetorical analysis, argument, and synthesis prompts and AP U.S. History Long Essay and Document-Based Questions. Table 1 includes a menu of AP prompts from previous exams in both courses for you to use in measuring your students' progress towards that goal.

PACING YOUR COURSE AND CREATING A COURSE CALENDAR

The following table highlights specific opportunities to connect *America's History* and *Conversations in American Literature*. Our table hardly captures all of the opportunities to weave the courses together, but by focusing on the recurring supplemental sections in *America's History* — America Compared, American Voices, and Thinking like a Historian — the table does provide both flexibility and consistency in planning the two courses. Before we present our suggestions for course organization, we'd like to reiterate that we believe it is essential to

trust what has worked for you in the past. We recommend starting with your existing sequence of units, writing modes, and your traditional pace. Our own experiment in threading the courses together has led us to the following tentative conclusions:

1) How to approach planning a team-taught course. AP U.S. History, even after its course redesign, remains more content-driven than AP Language, which instead draws upon students' ability to demonstrate discrete writing and analysis skills. Because of this significant difference, we have found success in allowing the chronological structure of AP U.S. History to dictate the order of topics, themes, and pacing of our AP Language course. The chapters in *Conversations in American Literature* do follow a traditional chronology, but the time periods do not align as seamlessly with the AP U.S. History Curriculum Framework as do the chapters in *America's Promise*. Additionally, the opening pages of each chapter in the Annotated Teacher's Edition of *America's History* suggest pacing for both traditional and block schedules. We recommend starting with those parameters and branching out from there.

2) How to balance instruction and topic coverage in both classes. The AP U.S. History redesign heavily emphasizes themes that encourage discussion of continuity and change over time when studying history. Where an AP Language teacher focuses rhetorical analysis and composition skills, an AP U.S. History teacher is more likely to focus on time periods and historical thinking skills (argumentation, periodization, comparison, etc.). Our experience has revealed that while the skills taught differ in some ways, the courses complement each other in ways that enhance the breadth and depth of instruction in both courses. While this interwoven arrangement may initially worry an APUSH teacher, as "regular" APUSH sections move more rapidly at the beginning of the course, the integration of contemporary connections through AP Language instruction compensates by developing students' big-picture historical thinking skills from day one. Additionally, if an AP U.S. History teacher feels a specific time period is receiving short shrift, it can be addressed through a rhetorical lens in AP Language, or even picked up later in the calendar year as it relates thematically to the English course. For instance, the TalkBacks and Conversation clusters in *Conversations in American Literature* allow an AP Language teacher to explore rhetoric and argument while simultaneously reinforcing the themes and historical thinking skills relevant to AP U.S. History.

TIPS FOR READING TABLE 1

The table, when read top-to-bottom, follows the chapters of *America's History* chronologically, and includes designated companion readings from *Conversations in American Literature*. However, don't feel as though you must use both books for every lesson or assignment. You may also want to consider building collaboration around the nine time periods (see brackets on the far left of the table) identified by the AP U.S. History Curriculum Framework — this allows you to pick and choose a few points of intersection for exploration.

When read from left-to-right, the table can be used as a skeleton from which to build both direct and indirect collaborative instruction around each individual course's objectives. Direct collaboration requires that both teachers coordinate activities around an identified event or topic. We've provided readings from each text in columns 2-3 as suggested starting points. .

The table's fourth column designates the specific close reading and rhetorical skills most clearly connected to the AP English Language and Composition course objectives, but it's worth noting that students also need these skills to apply AP U.S. History's historical thinking skills when writing Long Essay Questions and Document-Based Question responses.

The fifth column in the table directly connects the reading selections and skills developed to past prompts from both the AP English Language and Composition and the AP Unites States History exams. We see these prompts as multipurpose and versatile, allowing you the flexibility to integrate them into your course in whatever way works best in your classroom. Some ways we've used these prompts include: as supplemental source documents; as organizing questions and/or discussion topics; as part of formative writing instruction; and as summative writing assessments. In the spring semester, you may find it useful to implement a shared summative assessment model where an AP U.S. History Long Essay Question or Document-Based Question could be assessed using an AP English Language and Composition argument or synthesis rubric.

SAMPLE LESSON #1:

THE INTERPLAY OF GENDER, RACE, AND SLAVERY IN ANTEBELLUM AMERICA

AP UNITED STATES HISTORY (DAY 1)

BACKGROUND. This lesson plan presents a model for integrating the two courses where rhetorical analysis in AP Language is combined with student contextualization of primary sources in AP U.S. History. Our source material is drawn from both early feminist writings and abolitionist texts.

COURSE CALENDAR. We've designed the activities below to be completed after students have completed Chapters 9 and 10 in *America's History*, but during their work in Chapter 11. Specifically, pages 366 to 373 in Chapter 11 can be read with greater depth and appreciation if they are assigned either during or immediately after this lesson. Allow one full day of instruction within each instructor's individual section of APUSH and AP Lang followed by a third, team-taught day in which the two classes combine. With a traditional schedule (e.g., 45-60 minutes rather than 75-90), it may be necessary to adjust the days allotted.

GOAL. When the lesson concludes, students ideally come to understand the role expanded political freedoms for men we associate with Jacksonian Democracy (Chapter 10, *America's History*) and new economic pressures we associate with the Market Revolution (Chapter 9, *America's History*) played in early American feminist rhetoric questioning the prescribed boundaries of women's traditional roles. Encourage your students to see the documents as artifacts that reveal cause-and-effect relationships between seemingly disparate historical developments.

COLLEGE BOARD OBJECTIVES

- *SKILL 5 • CONTEXTUALIZATION. Students will be able to 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.

- *PERIOD 4*
  - *KEY CONCEPT 4.1. II A. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights.*
  - *KEY CONCEPT 4.2. I B. Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semi-subsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.*

AP U.S. HISTORY REQUIRED STUDENT READING BEFORE DAY 1

America's History

- Chapter 9, Transforming the Economy: 1800 to 1860 (pp. 284-313) — in the previous unit
- Chapter 10, A Democratic Revolution: 1800 to 1848 (pp. 314-343) — in the previous unit
- Chapter 11, Religion and Reform: 1800 to 1860 (pp. 344-375) — during the week of this unit

ACTIVITY #1

Provide students with the following menu of historical developments associated with The Market Revolution:

FACTORS IN THE GROWTH OF THE FACTORY

a) division of labor and economies of scale (see p. 286)
b) westward movement (see p. 294, Map 9.2)
c) Erie Canal (and the canal network in general, see p. 296, Map 9.3)
d) Waltham-Lowell System (see p. 288)
e) southern slavery
f) Eli Whitney (see p. 290)

g) Samuel Slater (see p. 287)
h) Women mill workers (see pp. 288, 290)
i) Irish Potato Famine of 1845-1851 (see p. 310)
j) failed revolutions of 1848
k) Patent Act of 1790
l) Embargo and non-importation policies before the War of 1812

Task your students with re-ordering the list according to the role they feel each development, inventor, entrepreneur, legal precedent, policy, etc. played in facilitating the Market Revolution — more significant contributions at the top, lesser ones at the bottom. Some questions you may ask student to consider as they do so include: *Is there an item on the list whose removal would have halted the Revolution in its tracks? How did westward migration affect the progress of the Market Revolution — in what ways did it accelerate or disrupt the process? Could the textile industry of the North have survived without the cotton harvest of the American South?* The primary objective in this discussion is to establish the central problem of many early attempts at industrialization in America: the chronic labor shortages that led entrepreneurs to recruit a non-traditional work force, namely women.

ACTIVITY #2

Having introduced the labor problem, present your students with the following short primary source selections. In each pairing, only one of the presented excerpts is authentic. The other is a fake in which the language elements associated with gender or enslavement (or wage labor and slave labor) have been reversed. Without using any resources other than their own wits and analytical chops, can the students identify the "real" antebellum document?

WILL THE REAL ANTEBELLUM SOURCE PLEASE STAND UP?

PASSAGE A1

"The Negro slaves of the South are the happiest, and, in some sense, the freest people in the world. The children and the aged and infirm work not at all, and yet have all the comforts and necessaries of life provided for them.

They enjoy liberty, because they are oppressed neither by care nor labor. The women do little hard work, and are protected from the despotism [tyranny] of their husbands by their masters. The Negro men and boys work, on the average, in good weather, not more than nine hours a day. The balance of their time is spent in perfect abandon. Besides they have their Sabbaths and holidays. White men, with so much of license and liberty, would die of [boredom]; but Negroes luxuriate in [physical] and mental repose. With their faces upturned to the sun, they can sleep at any hour; and quiet sleep is the greatest of human enjoyments."
- George Fitzhugh

PASSAGE A2

"The women of Lowell Mills in New England are the happiest, and, in some sense, the freest people in the world. The children and the aged and infirm work not at all, and yet have all the comforts and necessaries of life provided for them. They enjoy liberty, because they are oppressed neither by care nor labor. The women do little hard work, and are protected from the despotism [tyranny] of their husbands by their employers. Families work, on the average, not more than nine hours a day. The balance of their time is spent in perfect abandon. Besides, they have their Sabbaths and holidays. Farmers accustomed to labor outdoors, with so much of license and liberty, would die of [boredom]; but women luxuriate in [physical] and mental repose. With their faces turned to their looms and spindles, they can daydream knowing all the while they're earning a valuable income for their future husbands and children."
- Daniel Webster

PASSAGE B1

"How interesting and important are the duties devolved on females as wives … the counselor and friend of the husband; who makes it her daily study to lighten his cares, to soothe his sorrows, and to augment his joys; who, like a guardian angel, watches over his interests, warns him against dangers, comforts him under trials, and by her pious, assiduous, and attractive deportment, constantly endeavors to render him more virtuous, more useful, more honorable, and more happy."
- New York sermon

PASSAGE B2

"How interesting and important are the duties devolved on Africans as slaves … the counselor and friend of the master; who makes it his daily study to lighten his cares, to soothe his sorrows, and to augment his joys; who, like a guardian angel, watches over his interests, warns him against dangers, comforts him under trials, and by his pious, assiduous, and attractive deportment, constantly endeavors to render him more virtuous, more useful, more honorable, and more happy."
- South Carolina sermon

The authentic selections are **A1** and **B1**. Is it difficult to decipher the real sources from the "fakes?" Why? Do students see the pairing of these sources as a simple parlor trick, or are there legitimate comparisons to be drawn between the experiences of antebellum women throughout the country and the enslaved of the American South? To the extent that time allows, consider the following Google search — "**lowell women site:nwhm.org**" — this will point directly to the National Women's History Museum's discussion of the Lowell women's efforts to organize for higher wages and better working conditions.

HOMEWORK. Read *AMERICA COMPARED* in Chapter 11 of *America's History* (p. 372). In the two (very brief) primary source selections students will read, the connection between labor activism and women's rights reappears. Working women are often activist women, and not by accident. Yet the actions contemplated by French women are very different from the actions planned by their American counterparts. What is different about the two approaches? Why? Exploring a pair of sources like these is an ideal way for students to practice the AP U.S. History Short-Answer Question format. Below, we've provided one potential example of this AMERICA COMPARED section assigned as a Short-Answer Question exercise:

a) Briefly explain the main difference between the French and American passages.
b) Identify TWO specific pieces of evidence from the period 1800 to 1848 that might explain why the American passage differs from the French passage.

AP ENGLISH LANGUAGE AND COMPOSITION (DAY 2)

BACKGROUND. This lesson plan presents a model for integrating the two courses where rhetorical analysis in AP Language is combined with student contextualization of primary sources AP U.S. History. The source material pairs early feminist writing with a 1960s civil rights and feminist document.

COURSE CALENDAR. We've designed the activities below to be completed after students have discussed how to identify the main components of an author's argument, specifically using the strategies outlined in *Conversations in American Literature*. Relevant sections from Chapter 1 include SOAPS (pp. 5-6) and Rhetorical Appeals (pp. 8-20). Relevant sections from Chapter 2 include Talking with the Text (pp. 48-51). Relevant sections from Chapter 3 include Types of Claims (pp. 90-98), Presenting Evidence (pp. 101-116), and Shaping Argument (pp. 116-131). Allow one full day of instruction in AP Language followed by a team-taught day in which the two classes combine. With a traditional schedule (e.g., 45-60 minutes rather than 75-90), it may be necessary to adjust the days allotted.

GOAL. When this lesson concludes, students will be able to identify examples of continuities and changes in the campaign for women's rights, stretching from the early abolitionists to the modern feminist movement. In particular, students will analyze the use of rhetoric in the sources provided as it applies to each one's intended primary audience. Finally, students will connect those discoveries to the historical occasion and events that influenced each speaker.

COLLEGE BOARD OBJECTIVES

- *Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.*
- *Write for a variety of purposes. Students' writing experiences in the course must exceed the timed writings that are assessed on the AP English Language and Composition Exam. For instance, students might undertake a lengthy and intensive inquiry into a problem or controversy, consulting and evaluating arguments and viewpoints presented in a variety of sources, and using those*

sources to provoke, complicate, and/or support their own responses to the problem or controversy.

- *Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.*
- *Evaluate and incorporate sources into researched arguments.*

AP LANGUAGE REQUIRED READING BEFORE DAY 2

Conversations in American Literature

- Elizabeth Cady Stanton, "Declaration of Sentiments" (Chapter 6, pp. 393-396)
- Joan Didion, "On Self-Respect" (Chapter 10, pp. 1340-1344)

ACTIVITY #1

Students will move into small groups to perform SOAPS on Stanton's "Declaration of Sentiments." Teacher-led discussion should uncover the complexities inherent in Stanton's speech and illuminate how the period in which she wrote influenced the opportunity to speak, the selection of details, and the limits to her proposals. To jump-start students in their SOAPS discussion, you may want to use some or all of the following questions:

- How do the *social, economic*, and *political* historical developments of the 1840s shape Stanton's "Declaration of Sentiments"?
- Who is in attendance at Seneca Falls?
- What are the demographic traits shared by the listeners Stanton is most likely to persuade?
- How does Stanton establish ethos with her readers? Remember to consider the different components of ethos, including skills, wisdom, virtue/goodness, and goodwill towards the audience.
- Why does Stanton employ Thomas Jefferson's "Declaration of Independence" as an organizational model for her speech?

ACTIVITY #2

Have students discuss and/or write a short, informal written response to some or all of the following bridge questions.

- **COMPARISON AND CONTRAST.** Re-read pages 370-371 of *America's History*. What topics of conversation would the voices of the early women's rights

movement bring to Didion's "On Self-Respect" from 1961?

- **CHANGE.** Look at Stanton's and Didion's writings holistically. What evidence from each source reveals differences in the lives of American women living in the mid-nineteenth-century versus those living in the mid-twentieth century? Consider:
    - cultural identity
    - work, exchange, and technology
    - politics and power

- **CONTINUITY.** What factors account for the centuries-long, persistent debate in American society over the role of women in our democracy? What factors contribute or contributed to changes in women's role in American society? What factors sustain the status quo?

- **DIALOGUE.** What might Stanton ask Didion about the state of American women's rights more than a century after her "Declaration"? How might Didion perceive and/or address the grievances Stanton outlines in "Declaration"?

HOMEWORK. Students should complete the Multiple-Choice passage "My Garden" by Mary Abigail Dodge (1862) from the College Board AP English Language and Composition 2001 released exam.

ACTIVITY #1: RESEARCH PHASE

Break the students up into the discussion groups outlined in the tables below. If you feel it will promote greater student engagement in what can be a challenging dialogue, we have sometimes found it useful to remind students that our "end game" in the activity is to equip them to write a competent College Board document-based essay question (DBQ) response. To that end, we will often gradually reveal more information about the DBQ prompt and the contents of each of its documents as the discussion grows, welcomes more voices, introduces stronger evidence, etc. A 1:1 setting with electronic resources or a rich bring-your-own-device environment where students routinely augment their textbook with real-time searches and reading is ideal, but not necessary, for this portion of the activity.

GROUP 1 FOCUS AREA
The Ballot and the Bride: Marriage Roles in Antebellum America

RESEARCH TASK: Find compelling evidence that the institution of marriage best accounts for the increasing calls from antebellum reformers for women's equality.

RESOURCES:

- *America's History*, Chapter 8, "Republican Motherhood" section (pp. 258-59, cont. on p. 262)
- *America's History*, Chapter 8, *The Wedding*, 1805 (p. 259)
- all primary sources from AMERICAN VOICES: The Trials of Married Life (*America's History*, Chapter 8, pp. 260-61)
- Google search:
    - **godey's lady book site:virginia.edu**
    - **grimke site:nps.gov**
    - **grimke wedding site:phillyhistory.org**
    - **1993 AP Lang prompt: Two Wedding Proposals**
    - **I want a wife Brady:bedfordstmartins.com**

GROUP 2 FOCUS AREA
Science and Pseudoscience: Men's Brains, Women's Brains

RESEARCH TASK: Find historical and modern examples of scientifically based justifications for both gendered and racial inequality.

RESOURCES:

- Stephen Gould, "Women's Brains," paragraphs 1-2, 5, and 13. Paragraphs 1-2: "In the prelude…" through "…jewel of nineteenth-century science." Paragraph 5: "In 1873, the year after…" through "…children, love, and be passive." Paragraph 13: "To appreciate the social role of Broca…" through "…battles are for all of us." (*Conversations in American Literature*, Chapter 10, pp. 1385-89)
- Judith Sargent Murray, from *On the Equality of the Sexes*, paragraph 3, from "'But our judgment is not so strong…" through "…rare, as is now the reverse." (*Conversations in American Literature,* Chapter 6, pp. 420-21)
- Google search:
    - **drapetomania**
    - **measuring race site:understandingrace.org**

GROUP 3 FOCUS AREA
Dollars and Cents: The Economics of Gender

RESEARCH TASK: Find historical and modern examples of economic developments that might best account for/stem from the antebellum reformers' calls for women's equality.

RESOURCES:

- *America's History*, Chapter 9, "Better Machines, Cheaper Workers" section (pp. 287-88, cont. on p. 290)
- *America's History,* Chapter 9, Hartford Family painting (p. 302)

- Charlotte Perkins Gilman, from *Women and Economics*, paragraphs 2-4, from "Besides this maintenance…" through "…the will of her husband." (*Conversations in American Literature*, Chapter 8, pp. 974-75)
- Google search:
    - **lowell women site:nwhm.org**
    - **wage gap gender site:cnn.com**
    - **"mothers fathers and work" site:pewsocialtrends.org** [select IMAGES on the results page]

GROUP 4 FOCUS AREA
The Vote: Citizenship and Womanhood

RESEARCH TASK: Find historical and modern examples of political patterns in American life that might best account for/stem from the antebellum reformers' calls for women's equality.

RESOURCES:

- *America's History*, Chapter 8, Map 8.1: The Expansion of Voting Rights for White Men, 1800 and 1830 (p. 257)
- "Suffragette Madonna" and "Uncle Sam, Suffragee" (*Conversations in American Literature*, Chapter 8, p. 983)
- Susan B. Anthony, "Sentencing Statement," paragraphs 9-10, from "JUDGE HUNT: The court must insist…" through "…at every possible opportunity." (*Conversations in American Literature,* pp. 972-73)
- Google search:
    - **URL pbs.org/stantonanthony**
    - **votes for women site:loc.gov**
    - **getting started site:hillaryclinton.com**

ACTIVITY #2: ELEVATOR PITCH AND DISCUSSION PHASE

Once you are comfortable your students can present a well-reasoned 3-4 minute "pitch" for why their focus area best explains the call for change voiced by reform-minded American women of the antebellum period, student groups should present their four positions competitively in front of the entire class. In encouraging your students to dig deeply into their topic areas and provide constructive criticism to one another in a lively classroom conversation, we have found that holding the prompt on which students will write "behind the curtain" is a useful motivator. When all groups have shared their findings, reveal the DBQ prompt. The one below is a remix of the 2006 prompt that reflects the redesigned course and exam.

Evaluate the extent to which the emergence of "republican motherhood" and "the cult of domesticity" altered the lives of American women during the nineteenth century.

FOLLOW-UP AND LESSON EXTENSION. Where do you go from here? We have found that affording students the time to work on thesis statement development in groups yields stronger work, particularly during the early assessments. At your discretion, you can also share specific documents from the DBQ to help students visualize and plan out the task before them. In a team-taught environment, we have found that this is where the history instructor can assist with the critical task of building outside information and context into student responses, while the language arts instructor collaborates with students to make sure thesis statements are complex and coherent. In addition, the modern passages incorporated into the activity enable students to harness evidence outside the prompt's time period of origin, helping them earn the synthesis skill point in the APUSH curriculum redesign.

ASSESSMENT. Either in-class or take-home, students will attempt the DBQ prompt above. NOTE: The number of sources that all groups explored far outnumbers the actual number that students will encounter on an AP exam. We suggest directing students to use the following seven documents:

1. Emma Hart Willard, "The Danger of High Expectations," (*America's History*, Chapter 8, p. 260)

2. "Suffragette Madonna" and "Uncle Sam, Suffragee" (treated as one text, *Conversations in American Literature*, Chapter 8, p. 983)
3. Paragraphs 1-2, 5, and 13 of Stephen Gould, "Women's Brains." 1-2: "In the prelude…" through "…jewel of nineteenth-century science." 5: "In 1873, the year after…" through "…children, love, and be passive." 13: "To appreciate the social role of Broca…"through "…battles are for all of us." (*Conversations in American Literature*, Chapter 10, pp. 1385-86, cont. on p. 1388)
4. *Hartford Family* painting (*America's History,* Chapter 9, p. 302)
5. Charlotte Perkins Gilman, from *Women and Economics*, paragraphs 2-4: from "Besides this maintenance…" through "…the will of her husband." (*Conversations in American Literature*, Chapter 8, pp. 974-75).
6. Susan B. Anthony's "Sentencing Statement" paragraphs 9-10: from "JUDGE HUNT: The court must insist…" through "…at every possible opportunity." (*Conversations in American Literature,* pp. 972-73)
7. Judith Sargent Murray, Judith Sargent Murray, from *On the Equality of the Sexes*, paragraph 3, from "'But our judgment is not so strong…" through "…rare, as is now the reverse." (*Conversations in American Literature,* Chapter 6, pp. 420-21)

SAMPLE LESSON #2

PUTTING A PERIOD (OR A QUESTION MARK) ON THE SIXTIES

AP UNITED STATES HISTORY (DAY 1)

BACKGROUND. This lesson allows students to apply the rich library of selections in both *America's History* and *Conversations in American Literature* to the task of "periodization" in history. This lesson pits specific years against one another in a kind of analytical tit for tat, challenging students to discern and defend which of the two years presented best represents a watershed or tipping point in American history.

COURSE CALENDAR. We've designed the activities below to be completed after students have completed Chapters 26 and 27 in *America's History*, but during their work in Chapter 28. Allow one full day of instruction within each instructor's individual section of APUSH and AP Lang followed by a third, team-taught day in which the two classes combine. With a traditional schedule (e.g., 45-60 minutes rather than 75-90), it may be necessary to adjust the days allotted.

GOALS. When this lesson concludes, students ideally come to see the challenges inherent in any attempt to define a time period or to select any particular year within it as a "turning point" in history. They will do so by creating their own document-based question. As students confront their own biases, and those of historians, about the significance of competing categories of evidence (social, political, cultural, etc.), they should arrive at a richer understanding of the key historical thinking skills that the AP U.S. History course strives to cultivate. The lesson should also, at least tangentially, familiarize your students with a new approach by the College Board in the construction of its free response prompts — the so-called "turning point year" question.

COLLEGE BOARD OBJECTIVES

- *SKILL 3. PERIODIZATION: Historical thinking involves the ability to describe, analyze, evaluate, and construct models that historians use to organize history*

into discrete periods. To accomplish this periodization of history, historians identify turning points and recognize that the choice of specific dates gives a higher value to one narrative, region, or group than to other narratives, regions, or groups.

- *PERIOD 8. 1945-1980. After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.*

AP U.S. HISTORY REQUIRED STUDENT READING BEFORE DAY 1

America's History

- Chapter 26, Triumph of the Middle Class: 1945 to 1963 (pp. 838-867) — in the previous unit
- Chapter 27, Walking into Freedom Land: the Civil Rights Movement - 1941 to 1973 (pp. 868-901) — in the previous unit
- Chapter 28, Uncivil Wars: Liberal Crisis and Conservative - 1961 to 1972 (pp. 902-935) — during the week of this unit

ACTIVITY #1

For this task, students should break into groups of four. In this activity students will be constructing their own document-based question, selecting and abridging their own source material, based on one of the prompts below.

PROMPT 1954

• *Evaluate the extent to which the years 1954-1964 marked a turning point in the American civil rights movement, analyzing what changed and what stayed the same from the period before 1954 to the decade after it.*

PROMPT 1965

• *Evaluate the extent to which the years 1965-1975 marked a turning point in American civil rights movement, analyzing what changed and what stayed the same from the period before 1965 to the decade after it.*

Classroom discussion should prove more enriching if you have an even split of '54 and '65 groups, and to that end you may find it necessary to assign

prompts to groups to achieve that balance. Regardless of the year they are assigned, students should select:

- primary sources only
- no fewer than 6, and no more than 7 documents
- one (1) document that is visual (cartoon, map, etc.)
- one (1) that features a chart, table, or other statistical representation
- one (1) from *America's History's* chapter modules (America Compared, Thinking Like a Historian, etc.)
- one (1) from *Conversations in American Literature*

Additionally, we've included Google search criteria we have found for document discovery below:

- **primary documents gilder-lehrman**
- **primary documents site:loc.gov**
- **apush dbq project**

During the remainder of class, students will work with teacher guidance to select documents and cut them into a format friendly to the DBQ assessment itself. It may be helpful to remind students that they should strive for abridgement without misrepresentation. Finally, students will make the difficult decisions about which sources make 'the final cut.' These can be very fertile conversations. For instance, what are the benefits of including a Gulf of Tonkin Resolution? What are the risks of including it at the expense of LBJ's announcement of the Great Society initiative or Betty Friedan's *Feminine Mystique?* This "30,000-foot" approach underscores for students the importance of the adage that "the documents don't write the essay, they populate it."

AP ENGLISH LANGUAGE AND COMPOSITION (DAY 2)

BACKGROUND. This lesson allows students to apply the rich library of selections in both textbooks to the task of "periodization" in history. When successful, the lesson engages students' understanding of rhetoric in order to construct a complex and representative collection of documents. This task encourages students to identify bias present in documents before engaging in real-world arguments about complicated issues.

COURSE CALENDAR. We've designed the activities below to be completed after students have already read a number of selections from Conversations in American Literature that are related to the civil rights movement and the issue of racial equality in America (covered most thoroughly in Chapter 10, pp. 1279-1566). In addition, students should be comfortable applying rhetorical analysis as well as identifying elements of argument in any text. Allow one full day of instruction within each instructor's individual section of APUSH and AP Lang followed by a third, team-taught day in which the two classes combine. With a traditional schedule (e.g., 45-60 minutes rather than 75-90), it may be necessary to adjust the days allotted.

GOAL. When this lesson concludes, students will have employed the rhetoric skills they learned in Chapters 1-4 of *Conversations in American Literature* to make decisions about which documents to include in the 1954 or 1965 DBQ prompt. During this lesson, students should be working with their 1954 or 1965 prompt group. At the end of this lesson each group should have a "working draft" of their DBQ.

COLLEGE BOARD GOALS

- ***Developing critical literacy:*** *… introduces students to the literacy expectations of higher education by cultivating essential academic skills such as critical inquiry, deliberation, argument, reading, writing, listening, and speaking.*
- ***Facilitating informed citizenship:*** *… Beyond their academic lives, students should be able to use the literacy skills practiced in the course for personal satisfaction and responsible engagement in civic life.*

SUGGESTED AP LANGUAGE READINGS BEFORE DAY 2

Conversations in American Literature

In the week leading up to the DBQ activity, students should apply rhetorical analysis skills to at least three of these selected titles:

- Langston Hughes, "Theme for English B" (Chapter 10, pp. 1298-99)
- James Baldwin, "Notes of a Native Son" (Chapter 10, pp. 1324-1339)
- Martin Luther King Jr., "Letter from Birmingham Jail" (Chapter 10, pp. 1345-1357)
- Malcolm Gladwell, "Small Change" (Chapter 10, pp. 1357-1367)
- Brent Staples, "Just Walk On By" (Chapter 10, pp. 1394-1397)
- Will Counts, "Little Rock's Central High School" [photo] (Chapter 10, pp. 1339-1340)
- March on Washington [photo] (Chapter 10, p. 1283)

ACTIVITY #1: FINDING THE 'RIGHT' DOCUMENTS

Encourage your students to consider the following questions as they are deciding which documents to include and which to drop. You may also wish to refer them to a quick refresher of the Rhetorical Triangle, SOAPS, and rhetorical appeals in Chapter 1 of *Conversations in American Literature* (pp. 3-8 and pp. 8-21, respectively).

- The Rhetorical Triangle and SOAPS
  - Who is the source's speaker? What perspectives do they express?
  - What voices are included within the source?
  - Who is the intended audience for the source? What other audiences are also impacted by the issue(s) the source relates to?
- Rhetorical appeals
  - Look at the credibility of the source. Do your sources represent a variety of credible perspectives?
  - How many documents are based on logos, or factual evidence?
  - How many sources employ pathos, or emotional evidence?

ACTIVITY #2: CUTTING THE DOCUMENTS DOWN TO SIZE

Encourage your students to use the following strategies as they are deciding how to abridge their chosen documents. The coverage on the components of

arguments in Chapter 3 of Conversations in American Literature can serve as a guide for cutting a document down to the length appropriate for a DBQ. This forces students to focus their attention on a document's specific claims and evidence. Without knowing them, it is difficult for the reader to build his or her own argument, so this task is critical to the process.

STEP 1: Identify the thesis of the document (see Types of Claims, pp. 90-92; 94-98), then isolate specific claims within the document as fact (see Claims of Fact, p. 91), value (see Claims of Value, pp. 91-92), or policy (see Claims of Policy, pp. 94-95).

STEP 2: Identify relevant, accurate, and sufficient evidence within the document (see Presenting Evidence, pp. 101-16). Then, identify where the document uses first-hand evidence (see First-Hand Evidence, pp. 104-06) as well as where it uses second-hand evidence (see Second-Hand Evidence, pp. 108-14).

ACTIVITY #3: FINE-TUNE THE ABRIDGED DOCUMENTS

As class wraps up, encourage students to fine-tune their sources using the following criteria:

- Documents should be arranged in an order that, while chronological, places contradictory claims next to one another. This will stimulate complex thinking as the student reader begins his or her essay.
- Evidence should be organized so that there are "spaces" in between, ensuring that the student reader must use his or her own knowledge about the time period to respond to the prompt.
- Sources should place the student reader in the position of working with second-hand evidence and weighing its validity against first-hand evidence.

HOMEWORK. Student groups should complete a first draft of the DBQ response in preparation for combination class.

COMBINED COURSES (DAY 3 or 4*)

**You may find this lesson requires an additional work day for students to complete their DBQs before the classes are combined for the culminating activity.*

ACTIVITY #1(a)

Reshuffle your student groups to pair "Prompt 1954" students with "Prompt 1965" students to share their DBQs for peer review.

ACTIVITY #1(b)

Hold a small group debate: "Prompt 1954's" logical starting point is the integration instituted by the historic *Brown v. Board* ruling. "Prompt 1965's" logical starting point is the transformation in electoral politics and regional voting patterns as a result of the Voting Rights Act of 1965. But which of the two developments brought about the most significant break with the past?

ACTIVITY #1(c)

Hold a class-wide debate: Which of the two periods (1954 to 1964 and 1965 to 1975) best explains America in the present day? Does one time period better account for a particular dimension of the American experience in the twenty-first century than another? Students may find, for example, that "work, exchange, and technology" in 2015 owes more to the early 1970s than the early 1960s, while questions revolving around social or cultural change may be more difficult to assess. Your goal is, of course, not to arrive any singular, conclusive analysis. The task is rather to confront students with ambiguity. As part of this process, we have found it useful to "bring students back to earth" by requiring that their assertions be married to specific documents they reference in the debate. To interject a competitive element into the activity (if desired), you may also find it entertaining to periodically poll the students to see how many students have changed their minds at any particular moment.

FOLLOW-UP AND LESSON EXTENSION. AP U.S. History teachers could require students to write a formal DBQ utilizing the documents from a group focusing on the other year. AP Language teachers could use Day 3's discussion as a precursor to the "Conversation: The American Middle Class" in Chapter 10 of *Conversations in American Literature* (pp. 1492-1528).

Table 1: Aligning Texts

Time Period in *America's History*	*America's History* 8th Edition (Henretta, Hinderaker, Edwards, and Self)	*Conversations in American Literature* (Aufses, Shea, Scanlon, and Aufses)	CLOSE READING AND RHETORICAL SKILLS		AP STUDENT PRODUCT OR ASSESSMENT
			America's History	*Conversations in American Literature*	
CHAPTER 1 1450-1600	America Compared: Altered Landscapes. Thomas Morton, "Of the Custome in burning the country, and the reason thereof" (p. 14) Thinking Like a Historian – Colliding Cultures (26) American Voices – The Spanish Conquest of Mexico (32-33)	George Will, from *King Coal: Reigning in China* (Chapter 1, pp. 12-13) Cherokee, "How the World Was Made" (Chapter 5, pp. 192-194) Shasta, "Coyote Gets Stuck" (197-198) Cabeza de Vaca, "The Relation of Cabeza de Vaca" (210-217)	"During Reading" (Historical Thinking, Reading, and Writing Skills for AP U.S. History, pp. xliv-xlvi)	"The Rhetorical Situation" (Chapter 1, pp. 1-4); "SOAPS" (Chapter 1, pp. 5-8) "Talking with the Text" (Chapter 2, pp. 48-58)	APUSH FRQ (2000): analysis of British, French, and/or Spanish responses to North American Indians.

Time Period in *America's History*	*America's History* 8th Edition (Henretta, Hinderaker, Edwards, and Self)	*Conversations in American Literature* (Aufses, Shea, Scanlon, and Aufses)	CLOSE READING AND RHETORICAL SKILLS		AP STUDENT PRODUCT OR ASSESSMENT
			America's History	*Conversations in American Literature*	
CHAPTER 2 1521-1700	Thinking Like a Historian: Who Was Pocahontas? (50-51) American Voices: "The Causes of Metacom's War" (68-69)	"Pocahontas: A Woman, a Movie, a Myth?" (305-335) Mary Rowlandson, from *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (232-240) Louise Erdrich, "Captivity" (240-243)		Rhetorical Appeals (8-20)	AP Lang Q3 (1981): argument prompt on Thomas Szasz's position on identity. APUSH FRQ (2008): analysis of the relationship between European colonists and American Indians in seventeenth-century New England, Chesapeake, Spanish Southwest, New York and/or New France (students choose 2 regions). APUSH DBQ (2010): analysis of Puritan influences on New England development.
CHAPTER 3 1660-1750	America Compared: "Olaudah Equiano and the Brutal 'Middle Passage'" (95) Thinking Like a Historian: Servitude and Slavery (98-99)	Richard Frethorne, "Letter to Father and Mother" (218-222)	Historical Thinking Skills (xxxviii-xliii)	Types of Claims (Chapter 3, pp. 90-98)	AP Lang Q2 (1984): argument prompt on Percy Bysshe Shelley and John Milton's descriptions of freedom. APUSH FRQ (2001): analysis of economic, geographic, and social factors in the growth of slavery in the southern colonies from 1607 to 1775.

Time Period in *America's History*	*America's History* 8th Edition (Henretta, Hinderaker, Edwards, and Self)	*Conversations in American Literature* (Aufses, Shea, Scanlon, and Aufses)	CLOSE READING AND RHETORICAL SKILLS		AP STUDENT PRODUCT OR ASSESSMENT
			America's History	*Conversations in American Literature*	
CHAPTER 4 1720-1763	Thinking Like a Historian: Women's Labor (118-119) American Voices: Evangelical Religion and Enlightenment Rationalism (130-131)	Anne Bradstreet, "Prologue" and Edward Taylor, "Huswifery" (Chapter 5, pp. 222, 230) Jonathan Edwards, from *Sinners in the Hands of an Angry God* (257) Ronald Reagan, "Farewell Address" (265) Stephen H. Webb, "How Soccer is Ruining America: A Jeremiad" (267)	Writing about History (DBQs) (xlvi-xlviii)	Presenting Evidence (101-116) Shaping Argument (116-146) Using Sources to Appeal to an Audience (Chapter 3, pp. 152-156)	AP Lang Q2 (2004): argument prompt on controversial local, national, or global issue. Recommended pairing with "The American Jeremiad" (Conversations in American Literature, pp. 254-77). AP Lang Q3 (1983): argument prompt considering ethical and social consequences of language inflation. AP Lang Q2 (1986): rhetorical analysis prompt considering distinctions between paired words. AP Lang Q3 (1987): rhetorical analysis prompt describing the purpose a specific group's language features serve.

Time Period in *America's History*	*America's History* 8th Edition (Henretta, Hinderaker, Edwards, and Self)	*Conversations in American Literature* (Aufses, Shea, Scanlon, and Aufses)	CLOSE READING AND RHETORICAL SKILLS		AP STUDENT PRODUCT OR ASSESSMENT
			America's History	*Conversations in American Literature*	
CHAPTER 5 1763-1776	Thinking Like a Historian: "Beyond the Proclamation Line" (164-165) American Voices: "The Debate over Representation and Sovereignty" (172-173)	"Iroquois Constitution" (Chapter 5, p. 205) Benjamin West, *William Penn's Treaty with the Indians* (painting) (Chapter 6, p. 369) Paul Revere, "The Able Doctor" (cartoon) (371) Thomas Paine, from "Common Sense" and "The Crisis, I" (376-380)		Rhetorical Analysis of Visual Texts (Chapter 1, pp. 25-33) Analyzing Visual Texts as Arguments (Chapter 3, pp. 136-141) Using Sources to Inform an Argument (147-148)	AP Lang Q1 (1987): argument prompt taking a position on E. M. Forster's views on personal relations vs. patriotism. 1987 Q1 APUSH DBQ (2004): analysis of the impact of French and Indian War (1740 to 1766). APUSH DBQ (1999): analysis of American identity during the Revolutionary period.

Time Period in *America's History*	*America's History* 8th Edition (Henretta, Hinderaker, Edwards, and Self)	*Conversations in American Literature* (Aufses, Shea, Scanlon, and Aufses)	CLOSE READING AND RHETORICAL SKILLS		AP STUDENT PRODUCT OR ASSESSMENT
			America's History	*Conversations in American Literature*	
CHAPTER 6 1776– 1789	Jefferson, Declaration (D-1) The Constitution of the United States (D-3) Amendments to the Constitution (D-9) Thinking Like a Historian: "The Black Soldier's Dilemma" (192-193) American Voices: "The First National Debate over Slavery" (208-209)	Patrick Henry, "Speech to the Second Virginia Convention" (373) Thomas Jefferson, "The Declaration of Independence" (389-392) Alexander Hamilton, James Madison, and John Jay, from "The Federalist Papers" (404-411) "Preamble to the Constitution and The Bill of Rights" (412-413) Benjamin Banneker, "Letter to Thomas Jefferson" and response from Jefferson (426-430) Phyllis Wheatley, "To His Excellency George Washington" (512-514)	Long-Essay Questions (xlviii-li)	Staking a Claim (89-101) The Art and Craft of Analysis (Chapter 2, pp. 41-47) From Close Reading to Analysis (58-69)	AP Lang Q1 (1992): rhetorical analysis of Queen Elizabeth I's speech at Tilbury. AP Lang Q2 (2014): rhetorical analysis of Abigail Adams's letter to her son. AP Lang Q3 (1986): argument prompt exploring whether human nature wants patterns, standards, and structures of behavior. APUSH DBQ (2005): analysis of the extent to which the American Revolution fundamentally changed America's political, social, and economic landscape from 1775-1800.

Time Period in *America's History*	*America's History* 8th Edition (Henretta, Hinderaker, Edwards, and Self)	*Conversations in American Literature* (Aufses, Shea, Scanlon, and Aufses)	CLOSE READING AND RHETORICAL SKILLS		AP STUDENT PRODUCT OR ASSESSMENT
			America's History	*Conversations in American Literature*	
CHAPTER 7 1787–1820	America Compared: "The Haitian Revolution and the Problem of Race" (224)	Thomas Paine, "The Age of Reason" (383-384) Auction Block (monument) (Chapter 7, p. 642)		Close Reading Fiction, Poetry (69-73)	AP Lang Q3 (Form B, 2005): argument prompt defending, qualifying, or refuting Lewis Thomas's claims in *Medusa and the Snail*. AP Lang Q3 (Form B, 2007): rhetorical analysis of Wendell Phillips's praise of Toussaint L'Ouverture. APUSH DBQ (2009): evaluation of why African Americans gained freedom from slavery and yet slavery as an institution expanded between 1775 and 1830; analysis of African American response to challenges.
CHAPTER 8 1790-1820	American Voices: "The Trials of Married Life" (260-261) America Compared: American Camp Meetings and English Church Hierarchies: Frances Trollope (272)	Abigail and John Adams, "Letters" (Chapter 6, pp. 385-389) Conversation — Kenneth C. Davis's "America's True History of Religious Tolerance" (42-477)			AP Lang Q1 (1996): rhetorical analysis of Lady Mary Wortley Montague's letter to her daughter.

Time Period in *America's History*	*America's History* 8th Edition (Henretta, Hinderaker, Edwards, and Self)	*Conversations in American Literature* (Aufses, Shea, Scanlon, and Aufses)	CLOSE READING AND RHETORICAL SKILLS		AP STUDENT PRODUCT OR ASSESSMENT
			America's History	*Conversations in American Literature*	
CHAPTER 9 1800-1860	American Voices: A Debate over Catholic Immigration (Beecher and Brownson) (308-309)	John F. Kennedy, "Address to the Greater Houston Ministerial Association" (486-489)			AP Lang Q2 (1983): rhetorical analysis of Thomas Carlyle's attitude toward work. APUSH FRQ (2008): analysis of the impact of the market revolution on the Northeast, the Midwest, and/or the South (students choose 2).
CHAPTER 10 1800-1844	America Compared: de Tocqueville's "Letter to Louis de Kergorlay" (317) American Voices: The Character and Goals of Andrew Jackson (328-329) Thinking Like a Historian: Becoming Literate: Public Education and Democracy (336-337)	Nathaniel Hawthorne, "My Kinsman, Major Molineux" (Chapter 7, pp. 558-572) Edgar Allan Poe, "The Fall of the House of Usher" (576-589) Ralph Waldo Emerson, From *Self-Reliance* (590 -601) Benjamin Anastas, "The Foul Reign of Emerson's 'Self Reliance'" (602-606)		Writing a Synthesis Essay (Chapter 4, pp. 175-186)	AP Lang Q1 (1988): argument prompt regarding Alexis de Tocqueville's position on democracy. AP Lang Q3 (2006): argument prompt on the value of public statements of opinion. AP Lang Q2 (2006): rhetorical analysis of William Hazlitt's "On the Want of Money." AP Lang Q1 (2014) synthesis essay on whether college is worth the cost. APUSH FRQ (1999): analysis of the reemergence of the two-party system between 1820 and 1840.

Time Period in *America's History*	*America's History* 8th Edition (Henretta, Hinderaker, Edwards, and Self)	*Conversations in American Literature* (Aufses, Shea, Scanlon, and Aufses)	CLOSE READING AND RHETORICAL SKILLS		AP STUDENT PRODUCT OR ASSESSMENT
			America's History	*Conversations in American Literature*	
CHAPTER 11 1800-1860	America Compared: Women's Rights in France and the United States, 1848 (372)	Elizabeth Cady Stanton, "Declaration of Sentiments" (Chapter 6, p. 393) Sojourner Truth, "Ain't I a Woman?" (Chapter 7, p. 625) Joan Didion, "On Self-Respect" (Chapter 10, pp. 1341-44) Stephen Jay Gould, "Women's Brains" (1385-90)			AP Lang Q1 (1993): rhetorical analysis of two wedding proposals. APUSH DBQ (2006): analysis of the factors that fostered the emergence of "republican motherhood" and the "cult of domesticity."
CHAPTER 12 1800-1860	American Voices: The Debate Over Free and Slave Labor (384-385) America Compared: The Racial Complexities of Southern Society (387)	Angelina Grimke Weld, "Speech at Pennsylvania Hall" (Chapter 2, pp. 47-48) Harriet Jacobs, "Incidents in the Life of a Slave Girl" (Chapter 7, pp. 675-684) Harriet Beecher Stowe, from *Uncle Tom's Cabin or Life among the Lowly* (627-640)			AP Lang Q2 (1988): rhetorical analysis of Frederick Douglass's description of his arrival in New York. AP Lang Q1 (Form B, 2005): rhetorical analysis of Maria Stewart's 1832 lecture.

Time Period in *America's History*	*America's History* 8th Edition (Henretta, Hinderaker, Edwards, and Self)	*Conversations in American Literature* (Aufses, Shea, Scanlon, and Aufses)	CLOSE READING AND RHETORICAL SKILLS		AP STUDENT PRODUCT OR ASSESSMENT
			America's History	*Conversations in American Literature*	
CHAPTER 13 1844-1860	John Gast, *American Progress* (411) American Voices: The Mexican War: Expansion and Slavery "Manifest Destiny", et. al. (422-423) Thinking Like a Historian: History as a Biography (434-435)	Herman Melville, from *Moby Dick; or, The Whale* (642-646) Frederick Douglass, from *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* (614-624)			APUSH DBQ (Form B, 2010): analysis of debate surrounding territorial expansion from 1800-1855.
CHAPTER 14 1861-1865	Thinking Like a Historian: Military Deaths — and Lives Saved — During the Civil War (458-459)	Alexander Gardner, "Confederate Dead before the Dunker Church" (photograph) (Chapter 7, pp. 685-686) Timothy O'Sullivan, "A Harvest of Death" (photograph) (686-687)			AP Lang Q1 (2002): rhetorical analysis of Lincoln's Second Inaugural Address. AP Lang Q2 (2003): rhetorical analysis of Alfred Green's Civil War speech. APUSH DBQ (Form B, 2009): analysis of African American influence on the events during and in the aftermath of the Civil War.

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CHAPTER 15 1865-1877	American Voices: Freedom (488-489) Thinking Like a Historian: "The South's 'Lost Cause'" (502-503)	Conversation - Abraham Lincoln: The Great Emancipator (689-730) James McPherson, "Who Freed the Slaves?" and Ira Berlin, from "Who Freed the Slaves? Emancipation and Its Meaning" (Chapter 7, pp. 706-724) Jourdon Anderson, "To My Old Master" (letter) (Chapter 8, pp. 829-830) Thomas Nast, "Worse than Slavery" (cartoon) (845-846)			AP Lang Q2 (1997): rhetorical analysis of Frederick Douglass's description of the conditions of slavery. APUSH DBQ (1996): analysis of the extent to which constitutional and social developments between 1860 and 1877 could be viewed as a revolution.

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CHAPTER 16 1854-1890	Thinking Like a Historian: Representing Indians (530-531)	Chief Seattle, "Message to President Pierce" (Chapter 7, p. 650) Zitkala-Sa, from "School Days of an Indian Girl" (Chapter 8, pp. 934-941) Conversation – The American Cowboy (Chapter 8, pp. 1023-1057) Sherman Alexie, "My Heroes Have Never Been Cowboys" (1047) Dr. Rayna Green, "A Modest Proposal: the Museum of the Plains White Person" (Chapter 7, p. 653)			AP Lang Q1 (1995): argument prompt on John Ruskin's assertion of the primacy of the soldier over the merchant or manufacturer. AP Lang Q1 (1986): rhetorical analysis of Native American writers' descriptions of landscape. AP Lang Q2 (Form B, 2010): rhetorical analysis of Debra Marquart's description of the Midwest. APUSH FRQ (1999): analysis of the effects of mid- to late-nineteenth-century technological developments and governmental actions on Plains Indians.

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CHAPTER 17 1877-1911	America Compared: Emigrants and Destinations 1881 – 1915 (and surrounding text: Asian Americans and Exclusion) (560 - 561) American Voices: Jewish Immigrants in the Industrial Economy (562-563)	Emma Lazarus, "The New Colossus" (Chapter 8, p. 998) Dennis Kearney and H. L. Knight, "Appeal from California. The Chinese Invasion. Workingman's Address" (999-1000) Joseph McDowell, "The Chinese Must Go" (1001-1002)			APUSH DBQ (2000): evaluation of the success of organized labor in improving working conditions between 1875 and 1900. APUSH DBQ (Form B, 2008): analysis of the tensions surrounding immigration and the government's response to those tensions between 1880 and 1925.

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			America's History	*Conversations in American Literature*	
CHAPTER 18 1880-1917	American Voices: Three Interpretations of Social Darwinism (596-597)	Andrew Carnegie, "Gospel of Wealth" (Chapter 8, pp. 865-868) Jane Addams, "The Subtle Problem of Charity" (926-931)			APUSH DBQ (2012): analysis of the impact of big business on the American political and economic landscape from 1870 to 1900.

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CHAPTER 19 1880–1917	America Compared: The World's Biggest Cities (611) Thinking Like a Historian: Making Mass Media: Newspaper Empires (620-21) American Voices: "These Dead Bodies Were the Answer:" The Triangle Fire (630-31)	Albert Bierstadt, "The Last of the Buffalo" (painting) (Chapter 8, p. 864) Jacob Riis, "The Mixed Crowd" (869-74) Theodore Dreiser, "A Certain Oil Refinery" (1095-99) Upton Sinclair, from *The Jungle* (961-64); Eric Schlosser, from *Fast Food Nation* (965-70)			AP Lang Q3 (2005): argument prompt on Peter Singer's position on overseas aid. AP Lang Q3 (2001): argument prompt on Susan Sontag's view on photography. Argument AP Lang Q2 (Form B, 2007): argument prompt on Jessica Mitford's position that it is an honor to be a muckraker. AP Lang Q3 (2000): argument prompt on King Lear's comment that wealth covers sin and injustice.

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			America's History	*Conversations in American Literature*	
CHAPTER 20 1880–1917	Thinking Like a Historian: Making Modern Presidents (640-41) American Voices: Theodore Roosevelt: From Anti-Populist to New Nationalist (658-659)	Conversations – The Changing Roles of Women (970-996) Conversation – The Myth of George Washington (Chapter 6, pp. 450-471) Culminating Activity – Legacy of JFK (Chapter 2, pp. 77-84) Theodore Roosevelt, "The Strenuous Life" (Chapter 8, pp. 921-925)			AP Lang Q1 (Form B, 2006): argument prompt on compulsory voting. AP Lang Q1 (2013): synthesis prompt on memorialization.
CHAPTER 21 1890–1918	America Compared: Human Cost of World War I (689) Thinking Like a Historian: German Americans in WWI (692-93)	Robert Frost, "Fire and Ice" (Chapter 9, p. 1081) Marsden Hartley, *Portrait of a German Officer* (1082)		Close Reading Poetry (Chapter 2, p. 72)	APUSH DBQ (Form B, 2003): evaluation of the effectiveness of Progressive Era reformers/federal government in achieving nation-wide reform from 1900 to 1920.

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			America's History	*Conversations in American Literature*	
CHAPTER 22 1919–1932	Thinking Like a Historian: Who Joined the Ku Klux Klan? (716-717) American Voices: Urban Writers Describe Small-Town America (722-723) America Compared: Hollywood in Europe (727)	Conversation – The Influence of Jazz (1187-1213) Conversation – Immigration: The Lure of America (Chapter 8, pp. 997-1022) Langston Hughes, "The Negro Speaks of Rivers" (Chapter 9, p. 1100) and "The Negro Artist and the Racial Mountain" (1102) Zora Neale Hurston, "How it Feels to Be Colored Me" (1117-1120) Richard Wright, "The Man Who Was Almost a Man" (1170-1179) Conversation – What is American Literature? (1247-1270)		Close Reading Fiction, Poetry (Chapter 2, pp. 69-73) Rhetorical Analysis of Fiction and Poetry (Chapter 1, pp. 21-24)	AP Lang Q2 (1993): argument prompt on H. L. Mencken's perspective on the artist's relation to society. APUSH FRQ (1999): analysis of the how economic conditions and artistic developments contributed to the Roaring Twenties. APUSH FRQ (2001): analysis of the rise of American nativism from 1900 to 1930. AP Lang Q1 (2003): argument prompt on Neal Gabler's assertion that entertainment can ruin society. AP Lang Q1 (Form B, 2007): synthesis prompt on the most important considerations in securing new works of art/artifacts for a museum.

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			America's History	*Conversations in American Literature*	
CHAPTER 23 1929–1939	America Compared: The Great Depression in England and the United States (737) American Voices: Ordinary People Respond to the New Deal (742-43) Thinking Like a Historian: The New Deal and Public Works (752-53)	T. S. Eliot, "The Hollow Men" (1113-1116) W. H. Auden, "The Unknown Citizen" (1169) John Steinbeck, "The Chrysanthemums" (1147-1154) William Faulkner, "Barn Burning" (1155-1168) Franklin Delano Roosevelt, "Second Inaugural Address" (1142-46) Eleanor Roosevelt, "What Libraries Mean to the Nation" (1138-40) WPA, "Bookmobile, Louisiana" (1141)			AP Lang Q3 (1993): rhetorical analysis of E. M. Forster's attitude toward the experience of owning property. AP Lang Q2 (2006): rhetorical analysis of William Hazlitt's "On the Want of Money." APUSH DBQ (2003): analysis of the effectiveness of FDR's administration's response to the Great Depression and the extent to which the role of the federal government changed as a result.

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			America's History	*Conversations in American Literature*	
CHAPTER 24 1937–1945	America Compared: The Scales of War: Losses and Gains During World War II (774) America Compared: Christianity in the United States and Japan (Chapter 18, p. 601) American Voices: Women in the Wartime Workplace (778-779) Thinking Like a Historian: Mobilizing the Home Front (784-85)	Randall Jarrell, "The Death of the Ball Turret Gunner" (1180) Conversation – Japanese Internment and Reparations: Making it Right? (1214-1246) Recruitment Posters (27-28) Harry S. Truman, "Statement by the President of the United States (1945)" (1181-183)			AP Lang Q3 (1991): argument prompt on Ecclesiastes's assertion that knowledge increases sorrow. APUSH FRQ (2009): analysis of the home front experience of African Americans, Jewish Americans, Japanese Americans, and/or Mexican Americans (students choose two) during World War II.

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CHAPTER 25 1945-1963	Thinking Like a Historian: The Global Cold War (810) America Compared: Arming for the Cold War (814) American Voices: Hunting Communists and Liberals (822)	Conversation – The Atomic Age (1467-1491) Jonathan Schell, "The Fate of the Earth" (1184-1186) Ralph Waldo Emerson, from *Self-Reliance* (Chapter 7, p. 590) Benjamin Anastas, "The Foul Reign of Emerson's 'Self-Reliance'" (602)			AP Lang Q1 (1985): rhetorical analysis of the stylistic and rhetorical differences between two passages on the Soviet launch of the first space satellite. AP Lang Q2 (1992): argument prompt on Joseph Addison's assertion that men use ridicule to impugn others' "virtue and good sense." AP Lang Q3 (1999): argument prompt on the validity of the assertion that the only crime is pride. AP Lang Q1 (2009): synthesis prompt on important factors in decisions regarding space exploration. APUSH DBQ (2014): analysis of how and why U.S. foreign policy goals changed between 1918 and 1953.

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CHAPTER 26 1945-1963	America Compared: Hanoch Bartov: Everyone has a Car (860) American Voices: Coming of Age in the Postwar Years (852-53) Thinking Like a Historian: The Suburban Landscape of Cold War America (858-59)	Conversation – America's Romance with the Automobile (1528-1556) "Redefining America: 1945 to the Present" (Chapter 10, pp. 1279-81) Joyce Carol Oates, "Where are You Going, Where Have You Been?" (1368) Robert Crumb, "A Short History of America" (illustrations) (Chapter 7, pp. 783-784)			AP Lang Q3 (1998): rhetorical analysis of two letters between an executive of the Coca-Cola company and a representative of Grove Press. AP Lang Q1 (2006): rhetorical analysis of Jennifer Price's essay on the popularity of the pink flamingo in the 1950s. AP Lang Q2 (2012): rhetorical analysis of JFK's commentary on the 1962 hike in steel prices. AP Lang Q3 (Form B, 2009): argument prompt on Barbara Ehernreich's perspective on television. AP Lang Q1 (2005): argument prompt on George Kennan's most compelling observation in a passage from "Training for Statesmanship." AP Lang Q2 (2007): rhetorical analysis of Scott Russell Sanders's response to an essay by Salmon Rushdie, discussing the effect of mass migrations. AP Lang Q3 (2013): argument prompt on what it means to own something.

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CHAPTER 27 1941-1973	America Compared: Freedom in the United States and Africa (876) American Voices: Challenging White Supremacy (884-885) Thinking Like a Historian: Civil Rights and Black Power: Strategy and Ideology (888-89)	Langston Hughes, "Theme for English B" (1298-99) Brent Staples, "Just Walk On By: A Black Man Ponders His Power to Alter Public Space" (1394-1396) James Baldwin, "Notes of a Native Son" (1324-38) Will Counts, "Little Rock's Central High School" (1339) Rita Dove, "Rosa" (1423) Martin Luther King, "Letter from Birmingham Jail" (1345) Lyndon B. Johnson, "Speech to Congress (March 15, 1965)" (Chapter 1, pp. 9-10) Joan Didion, "On Self-Respect" (1340-44) Malcolm Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted" (1357-66)			AP Lang Q2 (1989): rhetorical analysis of MLK Jr.'s *Why We Can't Wait.* AP Lang Q3 (Form B, 2007): rhetorical analysis of Wendell Phillips's praise of Toussaint L'Ouverture. AP Lang Q3 (1995): argument prompt on James Baldwin's ideas about language as a "key to identity" and social acceptance. AP Lang Q3 (2009): argument prompt on Horace's assertion that adversity builds character. APUSH DBQ (Form B, 2007): analysis of the ways in which Lyndon Johnson's administration responded to the political, social, and economic problems of the U.S. Evaluation of the effectiveness of the administration's responses.

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CHAPTER 28 1961-1972	American Voices: The Toll of War (912-13) Thinking Like a Historian: Debating the War in Vietnam (916-17) America Compared: The Global Protests of 1968 (920)	Tim O'Brien, "On the Rainy River" (1399-1410) Tracy K. Smith, "Letter to a Photojournalist Going-In" (1429-1430) Sharon Olds, "Rite of Passage" (1390-1391) Yusef Komunyaka, "Facing It" (1397-1398)			AP Lang Q1 (1987): argument prompt on E. M. Forster's views on personal loyalty vs. patriotism. AP Lang Q3 (Form B, 2008): argument prompt on the distinction between dissent and disagreement. AP Lang Q3 (2002): argument prompt on the validity of Milan Kundera's claims in *Testaments Betrayed.* AP Lang (Form B, 2009): synthesis prompt

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CHAPTER 29 1973—1980	Thinking Like a Historian: The Environmental Movement: Reimagining the Human-Earth Relationship (940-941) American Voices: Debating the Equal Rights Movement (954-955)	Thomas Cole, "View from Mount Holyoke" (photograph) (Chapter 7, p. 556) Asher B. Durand, "Kindred Spirits" (557) Conversation – The Legacy of Henry David Thoreau (758 – 808) Adrienne Rich, "Diving into the Wreck" (Chapter 10, pp. 1381-84) Stephen Jay Gould, "Women's Brains" (1385-89) Ortiz Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria" (1411-1415) Edwidge Danticat, "New York Day Women" (1416-1419)			on whether schools support individuality or conformity. AP Lang Q1 (1999): rhetorical analysis of two passages on Florida's Okefenokee Swamp. AP Lang Q2 (2001): rhetorical analysis of Mary Oliver's response to nature. AP Lang Q3 (2003): rhetorical analysis of two descriptions of a flock of birds in flight. AP Lang Q2 (Form B, 2005): rhetorical analysis of a passage describing the Mississippi River. AP Lang Q2 (2009): rhetorical analysis of a passage satirizing language used by two groups with opposing views on environmentalism. AP Lang Q1 (2011): synthesis prompt on key issues of the locavore movement. AP Lang Q1 (Form B, 2011): synthesis prompt on the extent to which the government should promote green living. APUSH DBQ (2011): analysis of the international and domestic challenges the U.S. faced between 1968 and 1974; evaluation of the effectiveness of the Nixon's administration's responses. APUSH DBQ (2008): analysis of the ways in which the Vietnam War heightened U.S. political, social, and economic tensions between 1964 and 1975.

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CHAPTER 30 CONSERVATIVE AMERICA IN THE ASCENT, 1980-1991	American Voices: Christianity and Public Life (978-979) America Compared: "Japan and America: Global Partners" (988) Thinking Like a Historian: Personal Computing: A Technological Revolution (990-991)	Conversation – John Brown: Patriot or Terrorist? (Chapter 7, pp. 731-757) Conversation – The American Middle Class (Chapter 10, pp. 1492-1527)			AP Lang Q1 (1989): argument prompt on the validity of a magazine's implied criticism of a church bulletin. AP Lang Q2 (1995): rhetorical analysis of Ellen Goodman's attitude toward Phil. AP Lang Q1 (Form B, 2008): synthesis prompt on the necessity of whether there should be specific books every high schooler in America should read. AP Lang Q2 (Form B, 2008): rhetorical analysis of Fridman's argument in "America Needs Its Nerds." AP Lang Q1 (2010): synthesis prompt on the most important factors to consider before using new technologies in school curriculums.

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			America's History	*Conversations in American Literature*	
CHAPTER 31 CONFRONTING GLOBAL AND NATIONAL DILEMMAS, 1989-Present	Thinking Like a Historian: Globalization: Its Proponents and Its Discontents (1006-07) America Compared: Global Trade, 1960-2009 (1008) American Voices: Immigration After 1965: Its Defenders and Critics (1016-17)	Art Spiegelman, "9/11/2001" (1426) Ana Juan, "Reflections" (1427) Chris Hedges and Joe Sacco, "Days of Destruction, Days of Revolt" (1456-66) Li-Young Lee, "The Hammock" (1424-25) Brian Turner, "At Lowe's Home Improvement Center" (1445-46)			AP Lang Q3 (1996): argument prompt on Lewis Lapham's view of America's attitude toward money. AP Lang Q3 (Form B, 2011): argument prompt on Mencken's assertion that the average man would rather be safe than free. AP Lang Q3 (2012): argument prompt on the relationship between certainty and doubt. AP Lang Q3 (2014): argument prompt whether schools should create a class in creativity. AP Lang Q1 (1997): rhetorical analysis of how an author uses language to represent her fractured identity. AP Lang Q3 (2004): rhetorical analysis of Richard Rodriguez's use of contrasts between central Mexico and California to convey conflicting feelings.