

Teacher Wraparound Edition

Designed and AP-Aligned for Teacher and Student Success

Developed in collaboration with veteran AP teachers and College Board consultants, the teacher resources for the 16th edition of *American History: Connecting with the Past* provide solid guidance and innovative strategies fully aligned to the AP U.S. History framework. These engaging, interactive resources were mindfully created to support student skill mastery for course and Exam success.

Discussion topics, activities, writing prompts, and additional AP Exam practice are provided in the side and bottom margins alongside the corresponding reduced-size pages of the Student Edition. This complementary placement aids teachers by connecting activities directly to the content at the point of use, reinforcing and extending student learning leading to content mastery.

- 1 AP Exam Tips** are paired with Historical Thinking Skills or Reasoning Processes activities to put the tip into practice.
- 2 Discussions and Activities** incorporate multiple skills and processes and can be teacher-led discussions or small group or individual activities.

- 3 Answers** to sets of questions from the Student Edition appear at point-of-use.
- 4 Chapter and Unit-level activities** provide opportunities to apply **Reasoning Processes** and **Historical Thinking Skills** contextualized within **Themes**.

CHAPTER 14
CONSIDER THE SOURCE

1 AP Exam Tip
When answering document-based questions, students will be asked to analyze the sourcing and situation of primary and secondary sources. One way to do this is to analyze the author's purpose.

Historical Thinking Skills
Sourcing and Situation Have students practice the tip by reading the Gettysburg Address and then think about and share with a partner why President Lincoln chose the words and setting he did to deliver this speech. (The speech recalls the Revolutionary War and compares the Civil War to it. By using the dedication of a battlefield cemetery as his backdrop, he may have been appealing to his audience to continue the fight so that the deaths of the soldiers buried there would not be wasted.)

2 Discussion and Activities
Making Connections Have students reread the Gettysburg Address. Discuss as a class whether any of the words or phrases Lincoln used are familiar to them and in what context they may have heard them.

CHAPTER 14
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3 Reasoning Processes
Comparing After students have read George Bush's Second Inaugural Address, ask them to create a Venn diagram comparing this speech with Lincoln's Gettysburg Address. Have students write an explanation for the differences they identify.

CONSIDER THE SOURCE

WARTIME ORATORY

The causes of wars are rather different from their meanings. Presidents often use wartime speeches to shape public understanding of those meanings; to articulate their visions of what wars are really about. They tend to emphasize broad principles and idealized deeds rather than more-narrow economic concerns or even national security arguments.

More than four months after the pivotal battle at Gettysburg, President Abraham Lincoln traveled there to dedicate a military cemetery. A crowd of 15,000 listened first to the famed orator Edward Everett's two-hour account of the battle. Then came Lincoln. His speech was much shorter—just over two minutes. The President touched briefly on American history before turning to the Civil War and what it meant. The Gettysburg Address is reproduced here in its entirety (the “1863” document).

About a hundred and fifty years later, President George W. Bush also appealed to the past in explaining the conflict of his time, the war on terrorism of the early twenty-first century. The occasion was Bush's second inaugural address, delivered in January 2005 after his victory over the Democratic nominee, John Kerry. His speech came in the middle of the ongoing wars in Iraq and Afghanistan that had been prompted by the terrorist attacks of September 11, 2001. Though the contexts couldn't have been more different, Bush devoted part of his address to themes similar to Lincoln's so many years before. That excerpt is included here as the “2005” document.

LINCOLN—1863

THE GETTYSBURG ADDRESS, NOVEMBER 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for the living, rather, to be dedicated here to the unfinished work which they here fought here. It is rather for us to be here dedicated to the great task remaining before us that these honored dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom and that government of the people, for the people, for the people, shall not perish from the earth.

Source: <http://www.archives.gov>

BUSH—2005

GEORGE W. BUSH'S SECOND INAUGURAL ADDRESS, JANUARY 20, 2005

We are led, by events and common sense, to one conclusion: The survival of liberty in our land increasingly depends on the success of liberty in other lands. The best hope for peace in our world is the expansion of freedom to all the world.

America's vital interests and our deepest beliefs are now one. From the day of our founding, we have proclaimed that every man and woman on this earth has rights and dignity, and matches value, because they bear the image of the Maker of Heaven and earth. Across the generations we have proclaimed the imperative of self-government, because no one is fit to be a master, and no one deserves to be a slave. Advancing these ideals is the mission that sustained our Nation. It is the honorable achievement of our fathers. Now it is the urgent requirement of our nation's security, and the calling of our time.

ANALYZING SOURCES

Questions assume cumulative content knowledge from this chapter and previous chapters.

1. Which of the following groups might most applaud Lincoln's message regarding the meaning of fighting the war?

- (A) Those who supported the formation of political parties in the early years of the nation
- (B) Those in the early 1800s who opposed a strong, national bank
- (C) Those who, at the time of the American Revolution, supported the formation of America as a confederation of states
- (D) Those who at the time of the Constitutional Convention wished to build a stronger central government

2. Which of the following best describes the common vision represented in both documents regarding the respective war's meaning?

- (A) ending slavery in the world
- (B) spread of American democracy through all the nations
- (C) fulfillment of the American democratic ideal of individual freedom of opportunity and choice
- (D) the need for America to adopt a policy of isolationism

3. How does Bush's speech reflect his articulation about the larger meaning for the war on terrorism?

- (A) By stating that America will not impose its political and social systems on a country but will instead help that country determine its own freedom.
- (B) By stating that it will overthrow tyranny in the world and establish the principle of democracy throughout the world.
- (C) By stating that the security of America depends on the security of all nations.
- (D) By stating that America is a blessed country.

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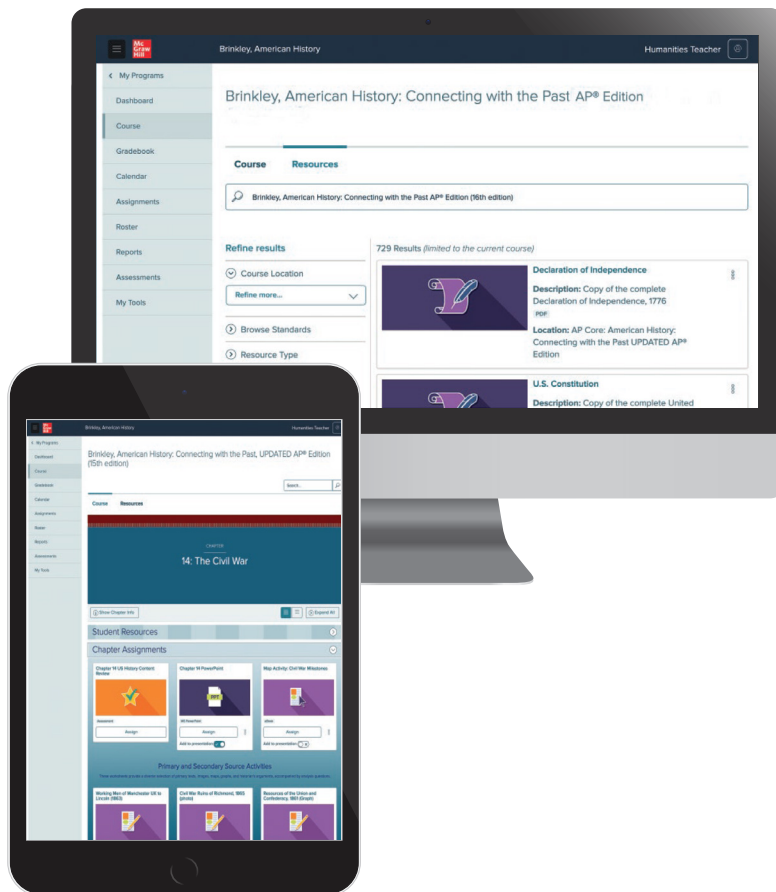
Answers
Consider the Source **3**
1. D, 2. C, 3. A

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