<table>
<thead>
<tr>
<th>Time Period</th>
<th>Short Title/PDF Name</th>
<th>Full Title of Source</th>
<th>Description of Source</th>
<th>Key Concept Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subsistence Modes of Early North Americans (map)</td>
<td>Map showing subsistence modes of early North Americans in the Pre-Columbian era</td>
<td>Map showing prominent native groups across North America and their main subsistence mode before Europeans.</td>
<td>1.1.I.C</td>
</tr>
<tr>
<td>1</td>
<td>Early American Peoples (Historian Gary Nash)</td>
<td>from <em>Red, White, and Black: The Peoples of Early America</em>, by Gary Nash © 1982 Prentice Hall</td>
<td>Quote by historian Gary Nash contrasting European attitude towards land ownership and personal ambition to the attitude of the Native Americans.</td>
<td>1.3.II.A</td>
</tr>
<tr>
<td>1</td>
<td>The Colombian Exchange: Biological and Cultural Consequences of 1492 (Historian Alfred W. Crosby, Jr.)</td>
<td>from <em>The Columbian Exchange: Biological and Cultural Consequences of 1492</em>, by Alfred W. Crosby, Jr. © 1972, Contributions in American Studies Number 2, Greenwood Press Westport, Connecticut</td>
<td>Quote by historian Alfred W. Crosby regarding how the introduction of the horse changed the American plains and the Native Americans who lived there.</td>
<td>1.2.I.C</td>
</tr>
<tr>
<td>1</td>
<td>Smallpox (image)</td>
<td>European artist’s depiction of smallpox spreading amongst American Indians</td>
<td>Well-known historical illustration showing the spread and devastation of smallpox on Native Americans.</td>
<td>1.2.I.A</td>
</tr>
<tr>
<td>1</td>
<td>A Short Account of the Destruction of the Indies (Bartolome de las Casas, 1542)</td>
<td><em>A Short Account of the Destruction of the Indies</em> by Bartolome de las Casas, 1542</td>
<td>Quote from Spanish friar Bartolome de las Casas about the gentleness and childlike nature of Native Americans, the desire that they be converted to Christianity, and their treatment by the Spanish in the New World.</td>
<td>1.3.I.A</td>
</tr>
<tr>
<td>1</td>
<td>A Discourse Concerning Western Planting (Richard Hakluyt, 1548)</td>
<td>Richard Hakluyt, &quot;A Discourse Concerning Western Planting.&quot; (1584)</td>
<td>Quote by Richard Hakluyt, English writer and geographer, in an attempt to convince Queen Elizabeth I to support American colonization and encourage others to invest.</td>
<td>1.2.II.A</td>
</tr>
<tr>
<td>1</td>
<td>Virginia Company Charter (1609)</td>
<td>The Second Virginia Company Charter, 1609</td>
<td>Issued by King James I of England, this second charter was based on the idea that the problems in the Jamestown settlement were the result of mismanagement and lack of capital; a situation which the King sought to redress. Complete document.</td>
<td>1.2.II.C</td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>Description</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Attitude of Virginia Company toward Native Americans (1622)</td>
<td>Excerpt from the Records of the Virginia Company, dated 1622, describing the violent nature of the Native Americans and violent ways in which they should be subdued.</td>
<td>1.3.I.B</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sudbury, Mass., - 17th Century (map)</td>
<td>Illustrated map showing the layout of the town of Sudbury, Massachusetts in the 17th century. The map shows residences, the meeting house, and privately and commonly held lands.</td>
<td>2.1.III.A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Population of the Chesapeake, 1607-1700 (graph)</td>
<td>Bar graph showing white and black population in the Chesapeake between 1607 and 1700.</td>
<td>2.1.II.B</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mayflower Compact (1620)</td>
<td>The first plan of self-government in the English colonies, signed by forty-one men aboard <em>The Mayflower</em>. Complete document.</td>
<td>2.1.III.A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Letter from an Indentured Servant (1623)</td>
<td>From a letter by an indentured servant (Richard Frethorne) to his parents describing his hard life. Details include food, illnesses, clothing, and experiences with other people.</td>
<td>2.1.III.B</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fundamental Orders of Connecticut (1639)</td>
<td>Fundamental Orders of Connecticut, as adopted by the settlers of several Connecticut river towns. An example of early American political organization and lawmaking. Complete document.</td>
<td>2.3.II.A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Native Colonial Conflict (Lion Gardener, 1640)</td>
<td>This excerpt from Lion Gardener’s narrative shows colonial/native conflict from the native point of view. He describes a scene where different native groups seek to band together to combat the English who have taken their land.</td>
<td>2.1.I.C</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>King Philip’s War (Edward Randolph, 1675)</td>
<td>Quote from Randolph’s account of the violence during King Philip’s War, focusing on how the Native Americans have been changed by the introduction of European liquors and firearms.</td>
<td>2.2.II.C</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Orders to the Governor of New England (1686)</td>
<td>Excerpt from orders issued to Governor of New England, Edmund Andros, regarding the prevalence of smuggling among the American colonists and how he should enforce trade and navigation acts.</td>
<td>2.2.I.C</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>English Bill of Rights (1689)</td>
<td>The English Bill of Rights (1689)</td>
<td>Enacted in 1689 after the so-called Glorious Revolution, the English Bill of Rights established the supremacy of Parliament over the reigning monarch. Focus on sections covering individual liberties. Complete document.</td>
<td>2.3.II.C</td>
</tr>
<tr>
<td>2</td>
<td>Second Treatise of Government (John Locke, 1690)</td>
<td>Second Treatise of Government (1690) by John Locke</td>
<td>Locke’s seminal work setting out a social contract between the individual and society, which would serve as inspiration for the later Declaration of Independence.</td>
<td>2.3.II.C</td>
</tr>
<tr>
<td>2</td>
<td>European Territorial Claims – 18th Century (map)</td>
<td>European Territorial Claims in the Eighteenth Century</td>
<td>Map showing the territorial claims of the French, British, and Spanish, and the locations of key Indian groups, missions, French forts, and Presidios.</td>
<td>2.2.I.B</td>
</tr>
<tr>
<td>2</td>
<td>Navigation Act of 1696</td>
<td>Navigation Act of April 10, 1696 by the Parliament of England</td>
<td>Another attempt by Parliament to enforce the various Navigation Acts to deter smuggling in the American Colonies. This excerpt focuses on tightening restrictions on import/export goods, requiring colonial governors to enforce the act, and the general lack of enforcement.</td>
<td>2.3.II.B</td>
</tr>
<tr>
<td>2</td>
<td>New York Weekly Journal on Liberty (1733)</td>
<td>New York Weekly Journal, March 11, 1733</td>
<td>Well-known quote about Liberty and Power; shows Enlightenment influence and is a precursor to sentiments expressed by colonial revolutionaries during the War of Independence.</td>
<td>2.3.I.B</td>
</tr>
<tr>
<td>2</td>
<td>Many Thousands Gone: The First Two Centuries of Slavery in North America (Historian Ira Berlin)</td>
<td>from Many Thousands Gone: The First Two Centuries of Slavery in North America by Ira Berlin, © 1998, Harvard University Press</td>
<td>From the chapter &quot;The Tobacco Revolution in the Chesapeake&quot; – a quote by historian Ira Berlin explaining how enslaved Africans in the Chesapeake gained some level of power and control over their work and personal lives.</td>
<td>2.1.II.C</td>
</tr>
<tr>
<td>3</td>
<td>Proclamation of 1763</td>
<td>Proclamation of 1763</td>
<td>Royal Act which, among other things, prohibited settlement of land west of the Appalachian mountains (the so-called Ohio Country); created in an act of appeasement to Native Americans after the French and Indian War (Seven Years’ War).</td>
<td>3.1.I.B</td>
</tr>
<tr>
<td>3</td>
<td>George Washington on Land Speculation (1767)</td>
<td>Letter from George Washington to his friend William Crawford, September 21, 1767</td>
<td>Excerpt of letter from George Washington to a friend regarding land speculation in the Ohio country, then prohibited from settlement by the Proclamation of 1763.</td>
<td>3.1.I.B and C</td>
</tr>
<tr>
<td>3</td>
<td>Intolerable Acts (1774)</td>
<td>From the Massachusetts Government Act (one of the so-called Intolerable or Coercive Acts), 1774</td>
<td>Excerpts from the Massachusetts Government Act (so-called Intolerable or Coercive Acts), focusing on the loss of local sovereignty in Massachusetts and specifically Boston (Massachusetts Bay).</td>
<td>3.1.II.A</td>
</tr>
<tr>
<td>3</td>
<td>Common Sense (Thomas Paine, 1776)</td>
<td>Common Sense by Thomas Paine, February 1776</td>
<td>Excerpt from influential pamphlet focusing on the dangers of hereditary privilege.</td>
<td>3.2.I.A</td>
</tr>
<tr>
<td>3</td>
<td>Articles of Confederation (1777)</td>
<td>The Articles of Confederation, 1781</td>
<td>The nation’s first attempt at establishing a federal union. Complete document.</td>
<td>3.2.I.C</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Native Americans during the Revolutionary War (Joseph Brandt, 1778)</td>
<td>from Life of Joseph Brant – Thayendanegea, including the Border Wars of the American Revolution by William E. Stone, 1838</td>
<td>First-hand account of changing loyalties among various native groups during the American Revolution based on the behavior of the colonists and the British.</td>
<td>3.1.I.C</td>
</tr>
<tr>
<td>3</td>
<td>Ordinance of 1785 (map and text)</td>
<td>Ordinance of 1785, map and text</td>
<td>Map showing area and organization of the Northwest Territory, with excerpt from Article 6 of the ordinance focusing on prohibition of slavery in the territory.</td>
<td>3.3.II.A</td>
</tr>
<tr>
<td>3</td>
<td>Constitutional Convention on Importing Slaves (1787)</td>
<td>The Records of the Federal Convention of 1787 (on the Constitution of the United States)</td>
<td>Excerpt on notes of the debate on the issue of slavery from Article 7, Section 4 in what would become the Constitution of the United States (an amendment for prohibiting importation or taxing importation of slaves).</td>
<td>3.2.III.A</td>
</tr>
<tr>
<td>3</td>
<td>Objections to the Constitution (George Mason, 1780s)</td>
<td>George Mason’s Objections to the Constitution</td>
<td>Virginia leader George Mason objected to the lack of protection of personal liberties in the Constitution. Complete document.</td>
<td>3.2.II.C</td>
</tr>
<tr>
<td>3</td>
<td>Washington’s First Inaugural Speech (1789)</td>
<td>Washington’s First Inaugural Speech, 1789</td>
<td>Washington’s first inaugural address, with special attention to the passage hoping for political unity.</td>
<td>3.2.II.D</td>
</tr>
<tr>
<td>3</td>
<td>Alexander Hamilton’s Financial System, 1790s (graph)</td>
<td>Alexander Hamilton’s Financial System, 1790s</td>
<td>Multi-circle graph showing Alexander Hamilton’s plan for the American financial system in the 1790s.</td>
<td>3.2.II.D and A</td>
</tr>
<tr>
<td>3</td>
<td>Spread of Revolutions (Thomas Jefferson, 1795)</td>
<td>Letter from Thomas Jefferson to Tench Coxe, June 1, 1795</td>
<td>Excerpt from a letter from Thomas Jefferson to his friend Tench Coxe expounding on the spread of liberty through revolution. Jefferson also decries the “atrocities of Robespierre” noting his changing feelings on the French Revolution as initial hope turned to the Reign of Terror.</td>
<td>3.1.III.B; 3.2.III.C</td>
</tr>
<tr>
<td>3</td>
<td>Washington’s Farewell Address (1796)</td>
<td>Washington’s Farewell Address, 1796</td>
<td>Excerpt from famous speech where Washington warns his fellow Americans of the dangers of political parties and foreign influence.</td>
<td>3.1.III.C</td>
</tr>
<tr>
<td>3</td>
<td>Thoughts on Female Education (Benjamin Rush, 1798)</td>
<td>from Thoughts Upon the Mode of Education Proper in a Republic, by Benjamin Rush, 1798</td>
<td>Excerpt from a pamphlet by Benjamin Rush, physician and founding father, on the importance of education for women.</td>
<td>3.3.III.C</td>
</tr>
<tr>
<td>4</td>
<td>Slave Trade (Historian Walter Johnson)</td>
<td><em>Soul by Soul: Life Inside the Antebellum Slave Market</em>, by Walter Johnson, © 1999 President and Fellows of Harvard College</td>
<td>Excerpt from book <em>Soul by Soul</em> by historian Walter Johnson in which Johnson argues that enslaved persons swapped valuable information regarding the geographic differences of slavery while in slave pens awaiting sale by auction.</td>
<td>4.2.II.A</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>Louisiana Purchase, 1800 (map)</td>
<td>Exploration and Expansion: The Louisiana Purchase (Map)</td>
<td>Map showing the area and some of the physical features of the Louisiana Purchase. It also includes the path of the Lewis and Clark expedition, Spanish possessions and the disputed Oregon territory, and the locations of the major native groups.</td>
<td>4.3.I.A</td>
</tr>
<tr>
<td>4</td>
<td>Hartford Convention, 1814 (cartoon)</td>
<td>The Hartford Convention or Leap No Leap, 1814</td>
<td>A satirical cartoon that attacks the secret meetings of New England Federalists as they debate secession from the union.</td>
<td>4.3.II.B, 4.1.I.C</td>
</tr>
<tr>
<td>4</td>
<td>James Madison Vetoes Public Works Bill (1817)</td>
<td>President James Madison’s decision to veto the 1817 Federal Public Works bill</td>
<td>Quote from statement by President James Madison on why he decided to veto the 1817 Federal Public Works bill, based on his opinion that it was unconstitutional.</td>
<td>4.1.I.C</td>
</tr>
<tr>
<td>4</td>
<td>Development of the Lowell Mills, 1823-1848 (map, image)</td>
<td>Development of the Lowell Mills (Map)</td>
<td>Two maps showing the geographic and environmental factors that allowed Lowell to become a prominent location for textile mills. The river and canal positions are highlighted.</td>
<td>4.2.I.A</td>
</tr>
<tr>
<td>4</td>
<td>Presidential Election Results, 1828 (map)</td>
<td>Presidential Election Results by State, 1828 (Map)</td>
<td>Map showing each state (and the number of electoral votes) won by candidates Andrew Jackson and John Quincy Adams.</td>
<td>4.1.I.A</td>
</tr>
<tr>
<td>4</td>
<td>Indian Removal (Andrew Jackson, 1830)</td>
<td>Andrew Jackson’s Second Annual Message to Congress, 1830</td>
<td>Quote from Jackson’s Second Annual Message to Congress, delivered on December 6, 1830, regarding the positive effects of Indian Removal for both the states and the Native Americans.</td>
<td>4.3.II.A</td>
</tr>
<tr>
<td>4</td>
<td>Indian Removal, 1830s (map)</td>
<td>Map Indian Removal</td>
<td>Map of the United States showing land cession, locations of native groups before and after Indian Removal, and key dates.</td>
<td>4.3.II.C</td>
</tr>
<tr>
<td>4</td>
<td>Cherokee Nations Chief John Ross Annual Message, 1831</td>
<td>Cherokee Nation’s Chief John Ross Annual Message, 1831</td>
<td>Quote from Cherokee Nation Chief John Ross’s Annual Message for 1831, pointing out Andrew Jackson’s hypocrisy in regards to Indian Removal.</td>
<td>4.3.II.A and C</td>
</tr>
<tr>
<td>4</td>
<td>Cherokee Nation v. State of Georgia, 1831</td>
<td>Cherokee Nation v. State of Georgia, 1831</td>
<td>Excerpt from Chief Justice John Marshall’s opinion of the court, specifically denoting members of the Cherokee Nation as a foreign nation, whose citizens are aliens.</td>
<td>4.3.II.C</td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>Source</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Proclamation Regarding Nullification (Andrew Jackson, 1832)</td>
<td>President Jackson’s Proclamation Regarding Nullification, 1832</td>
<td>Quote from Jackson’s Proclamation against nullification on December 10, 1832.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>South Carolina Nullification, 1832</td>
<td>South Carolina’s Ordinance of Nullification, 1832</td>
<td>Excerpt from South Carolina’s Ordinance of Nullification from 1832.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Nullification (Historian William Freehling)</td>
<td>Prelude to Civil War by William W. Freehling, © 1966 Oxford University Press</td>
<td>Excerpt from book by historian William Freehling, containing his argument that economic turmoil, regional strife, Southern pride, and a belief in states’ rights were the cause of South Carolina’s vote on nullification.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Downfall of Mother Bank, 1833 (cartoon)</td>
<td>The Downfall of “Mother Bank”, 1833</td>
<td>A pro-Jackson satirical cartoon applauding the removal of federal deposits from the Bank of the United States.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Transportation Network, 1840 (map)</td>
<td>The Transportation Network of a Market Economy, 1840 (Map)</td>
<td>Map showing the development of major roads, canals, and navigable sections of rivers.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Rise of American Civilization (Historians Charles &amp; Mary Beard)</td>
<td>The Rise of the American Civilization, by Charles and Mary Beard © 1927</td>
<td>Controversial quote by historians Charles and Mary Beard from 1927. In this passage, the Beards argue that southern planters were subjected to oppression by the industrial North and they portray slaves as “incompetent labor.” Good for studying periodization within the discipline of historiography.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Texas Independence (Stephen F. Austin, 1836)</td>
<td>Stephen F. Austin speaking out in support of Texas independence from Mexico, 1836</td>
<td>Excerpt from Austin’s speech, focusing on the vast resources of Texas, including the population, numbers and quality of livestock, and other geographic and natural resources.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Senator Calhoun Pro-Slavery Argument (1837)</td>
<td>U.S. Senator John C. Calhoun (South Carolina), speech in the U.S. Senate on the “Positive Good” of slavery, 1837</td>
<td>Excerpt from Senator Calhoun’s infamous speech in which he declared that slavery is not an evil, but a good. He claims that slavery has provided the “black race of Central Africa” with civilized and improved conditions.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Nation of Futurity (1839)</td>
<td>From The United States Democratic Review, Volume 6, Issue 23 (November 1839) The Great Nation of Futurity</td>
<td>Excerpt from an article touting the United States as a “Great Nation of Futurity” which supports manifest destiny and American imperialism.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Political Parties (Historian Sean Wilentz)</td>
<td><em>The Rise of American Democracy: Jefferson to Lincoln</em>, by Sean Wilentz, ©2005 W.W. Norton &amp; Company, INC.</td>
<td>Quote from historian Sean Wilentz on the sectional aspect of the rise of political parties.</td>
<td>5.2.II.B</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td>Immigration, 1840-1860 (graphs)</td>
<td>Immigration, 1840-1860</td>
<td>Bar graph showing the numbers of immigrants to the United States from 1840 to 1860 (in 5-year increments) and circle graph showing countries of origin.</td>
<td>5.1.II.A</td>
</tr>
<tr>
<td>5</td>
<td>Compromise of 1850</td>
<td>Compromise of 1850 (Clay’s Resolutions, January 29, 1850)</td>
<td>Full document of the so-called Compromise of 1850, which called for the admission of California as a free state, outlawed slavery in the District of Columbia, gave states the authority to allow or disallow slavery, strengthened the Fugitive Slave Act, and provided details on the boundaries for Texas.</td>
<td>5.2.II.A</td>
</tr>
<tr>
<td>5</td>
<td>People of California v. Hall (1854)</td>
<td>From California Supreme Court case People v. Hall, 1854</td>
<td>Excerpt from the California Supreme Court decision in People v. Hall, 1854, essentially limiting all non-whites to conditions prohibited to African Americans; specifically, the right to testify against whites.</td>
<td>5.1.II.C</td>
</tr>
<tr>
<td>5</td>
<td>Treaty with Japan (Commodore Matthew Perry, 1854)</td>
<td>Letter from Commodore Matthew Perry to the Tokugawa shogunate (local Japanese leader) - in negotiating the Treaty of Kanagawa, 1854</td>
<td>Excerpt from the letter by Perry, focusing on positive trade relationship between the United States and China and how well Chinese immigrants have been received in the United States. This is seen as a tactic to convince the Japanese leader of the benefits of a relationship with the United States.</td>
<td>5.1.I.D</td>
</tr>
<tr>
<td>5</td>
<td>Follow the Drinking Gourd (song lyrics)</td>
<td>Traditional African American spiritual “Follow the Drinking Gourd”</td>
<td>Lyrics to traditional spiritual song with cryptic references to the Underground Railroad.</td>
<td>5.2.I.B</td>
</tr>
<tr>
<td>5</td>
<td>Resources of the Union and Confederacy, 1861 (graph)</td>
<td>Resources of the Union and Confederacy, 1861</td>
<td>Data table comparing certain resources (including population, bank deposits, railroad mileage, and amounts of various goods) held by the Union and the Confederacy at the start of the Civil War.</td>
<td>5.3.I.A</td>
</tr>
<tr>
<td>5</td>
<td>Working Men of Manchester to Lincoln (1863)</td>
<td>Address for Working Men to President Lincoln, Printed in the Manchester Guardian (UK) January 1st, 1863</td>
<td>Open letter to President Lincoln from workers in Manchester, UK in support of emancipation.</td>
<td>5.3.I.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Homestead Act (1862)</td>
<td>The Homestead Act, 1862</td>
<td>The Homestead Act promised 160 acres of land in the western territories to any adult citizen. Settlers who agreed to improve the plot by building a home and cultivating the land would own it free and clear after five years, as long as they paid a small registration fee. Nearly 500 million acres were granted by the federal government between 1862 and 1904. Full document.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Civil War Ruins of Richmond, 1865 (photo)</td>
<td>Civil War Ruins – Richmond, Virginia</td>
<td>Photograph showing ruined buildings in a burnt district of Richmond, Virginia, April 1865.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reconstruction (Historian John Hope Franklin)</td>
<td>Reconstruction After the Civil War by John Hope Franklin © 1961 University of Chicago Press</td>
<td>Quote from book by historian John Hope Franklin, in which he argues that the efforts by the “redeemers” to maintain power hurt both newly-freed African Americans and poorer white populations.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Interview with Reconstruction Sharecropper</td>
<td>Interview with Henry Blake, former Reconstruction-era sharecropper, Little Rock, Arkansas</td>
<td>Transcript of interview with Henry Blake, former Reconstruction-era sharecropper as given to the Arkansas Federal Writer’s Project, WPA. In this excerpt, Blake discusses how sharecroppers were kept in debt (and therefore tied to the land) by dubious practices by land owners and shop keepers.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>First African American Congressmen, 1872 (image)</td>
<td>The First Colored Senator and Representatives – in the 41st and 42nd Congress of the United States</td>
<td>Currier &amp; Ives illustration showing the first African Americans elected to the U.S. Congress.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>End of Reconstruction (Horace Greeley, 1872)</td>
<td>Horace Greeley, speech during his Presidential Campaign, 1872</td>
<td>Quote from a speech by Greeley in which he calls for the end of Reconstruction policies, hoping that his election will “hasten the much desired [flight] of thieving carpetbaggers.”</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>14th Amendment and Women (Susan B. Anthony, 1873)</td>
<td>Speech by Susan B. Anthony &quot;Is it a crime for a U.S. Citizen to Vote?&quot; January 16, 1873</td>
<td>In this excerpt, Anthony asks whether the 14th amendment should apply to women as it states “all persons born or naturalized in the United States” should have the right to vote.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Railroad Expansion, 1870-1890 (map)</td>
<td>Map of Railroad Expansion, 1870 – 1890</td>
<td>Map showing development of major railroads in 1870, 1870 – 1890, and the transcontinental railroad.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Act Establishing Yellowstone (1872)</td>
<td>Act Establishing Yellowstone National Park, 1872</td>
<td>Excerpt from the Act establishing the nation’s first national park, focusing on the goal to regulate the preservation of the natural resources of the area by the Secretary of the Interior.</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Image/Text</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I Feed You All, 1875 (image)</td>
<td>Illustration supporting farmers and the Grange organization, showing the farmer at the center as feeding politicians, industrialists, doctors, bankers, teachers, and storekeepers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Social Gospel (Washington Gladden, 1876)</td>
<td>Excerpt from Gladden’s work in which the author decries the power and soullessness of corporations and how the corporation has distanced the capitalist from the laborer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Views on the Rich (Russell Cromwell, 1880s)</td>
<td>In this excerpt, Russell declared that it was shameful to “look down” on rich people and explains how rich people are “the very best people.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Chinese Exclusion Act (1882)</td>
<td>Excerpt from the Act, highlighting the following: making it illegal for a Chinese laborer to come to or stay in the United States and for any court to allow Chinese immigrants to become American citizens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Code of Indian Offenses (1882)</td>
<td>Letter to the Department of the Interior, Office of Indian Affairs by the secretary to the Commissioner of Indian Affairs declaring that native dances and feasts are a barrier to civilization of Native Americans. As a result, the dances and other social gatherings mentioned in the letter were specifically banned by the Office of Indian Affairs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Great Railway Strike, 1886 (image)</td>
<td>Illustration showing strikers’ attempt to start a freight train under guard by United States marshals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Grover Cleveland on Corporations (1888)</td>
<td>Excerpt from President’s Cleveland’s address to Congress in which he states that “corporations should be carefully restrained” in order to eliminate trusts and monopolies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Gospel of Wealth (Andrew Carnegie, 1889)</td>
<td>Excerpt from Carnegie’s seminal work, focusing on how competition makes for the survival of the fittest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Gilded Age – Biltmore Estate, 1895 (image)</td>
<td>Photograph showing ornate and opulent banquet hall at Biltmore Estate as an example of conspicuous consumption.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Populist Party Platform (1896)</td>
<td>Excerpt from the 1896 Platform of the Populist Party, with a focus on a demand for a safe, national money system; that transportation should be deemed a public necessity and should be operated by the government; and that the government protect land rights.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>History Repeats Itself, 1896 (cartoon)</td>
<td>History Repeats Itself, 1896 (Cartoon)</td>
<td>This political cartoon depicts William Jennings Bryan, a leading Populist, on the left, holding a paper that says “We denounce arbitrary interference by federal authorities, in local affairs, as a violation of the Constitution, etc.” On the right, Jefferson Davis faces Abraham Lincoln and the Union Army, holding the same paper. However, Bryan asserted that this was not a war between the states, but a conflict between “the idle holders of idle capital and the struggling masses.”</td>
<td>6.3.I.A</td>
</tr>
<tr>
<td>6</td>
<td>Female African American Doctor in GA (1898)</td>
<td>Article from the North American Medical Review, January 1, 1898 (Female African American doctor)</td>
<td>Article from the North American Medical Review discussing a female African American doctor, Clizo Ann Grier, who is starting a practice in Atlanta, Georgia. Dr. Grier is quoted in the article, which overall presents a positive portrait of Grier’s treatment by others in the medical profession.</td>
<td>6.3.II.C</td>
</tr>
<tr>
<td>6</td>
<td>Testimony Against Standard Oil (George Rice, 1899)</td>
<td>Oil Refiner George Rice’s testimony before the U.S. Industrial Trade Commission, 1899</td>
<td>Oil refiner testifies that Standard Oil’s trust monopoly has prohibited his business from making a profit – a business case against monopolies.</td>
<td>6.1.I.A</td>
</tr>
<tr>
<td>6</td>
<td>Defense of Standard Oil (John D. Rockefeller, 1899)</td>
<td>Testimony of John D. Rockefeller, head of Standard Oil Company, before the U.S. Industrial Commission during the investigation of the Standard Oil Trust, December 30, 1899</td>
<td>Rockefeller’s testimony in which he lists the chief advantages of “industrial combinations.”</td>
<td>6.1.I.C</td>
</tr>
<tr>
<td>7</td>
<td>Eastern European Immigrants, 1899 (image)</td>
<td>Group of emigrants (women and children) from Eastern Europe, 1899 (Photo)</td>
<td>Photo of Eastern European immigrants (mostly women and children) on a ship in 1899 waiting for entry to the United States.</td>
<td>7.1.I.B, 7.2.II.C</td>
</tr>
<tr>
<td>7</td>
<td>American South Pacific Empire, 1900 (map)</td>
<td>The American South Pacific Empire, 1900 (Map)</td>
<td>Map showing U.S. possessions in the South Pacific as of 1900, the area involved in the Philippine-American War of 1899-1906, and the movement of U.S. forces during the war.</td>
<td>7.3.I.A, B, C</td>
</tr>
<tr>
<td>7</td>
<td>Roosevelt Corollary (1904)</td>
<td>(Theodore) Roosevelt Corollary to the Monroe Doctrine, excerpt from the President’s Annual message to Congress, December 6, 1904</td>
<td>Excerpt from President Theodore Roosevelt’s message to Congress in December 1904 in which he declares that America will support “our southern neighbors” in fighting off foreign aggression.</td>
<td>7.3.I.A, B</td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>Author/Reference</td>
<td>Description</td>
<td>Section</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>7</td>
<td>Twenty Years at Hull House (Jane Addams, 1910)</td>
<td>Twenty Years at Hull-House, with Biographical Notes, by Jane Addams, 1910</td>
<td>Quote from this well-known work discussing Florence Kelley’s work to pass child labor laws.</td>
<td>7.1.II.A, B</td>
</tr>
<tr>
<td>7</td>
<td>Exploring the Dangerous Trades (Alice Hamilton, 1910)</td>
<td>Exploring the Dangerous Trades: The Autobiography of Alice Hamilton, M.D. by Alice Hamilton, Boston: Little, Brown and Company, 1943</td>
<td>Excerpt from a book by Progressive reformer Dr. Alice Hamilton in which she addresses hazardous working conditions in manufacturing. This quote deals with lead poisoning and how the workers were blamed for their illness.</td>
<td>7.1.I.A, 7.1.II.A</td>
</tr>
<tr>
<td>7</td>
<td>The Yosemite (John Muir, 1912)</td>
<td>The Yosemite, by John Muir, 1912</td>
<td>Lyrical quote from the book by naturalist John Muir about the beauties of Yosemite, including geographical features and wildlife.</td>
<td>7.1.II.B</td>
</tr>
<tr>
<td>7</td>
<td>Great Migration (1917)</td>
<td>Letter to the African-American newspaper The Chicago Defender, 1917</td>
<td>Letter to popular African American newspaper The Chicago Defender from a man in Louisiana who wants assistance in moving himself and his family north to Chicago to find work. The letter states that whites are angry that African Americans are moving north, so the letter writer seems afraid.</td>
<td>7.2.III.A</td>
</tr>
<tr>
<td>7</td>
<td>Wilson’s Fourteen Points (1918)</td>
<td>Wilson’s Fourteen Points</td>
<td>President Woodrow Wilson’s goals for creating a stable, peaceful world after World War I. Complete document.</td>
<td>7.3.II.A, B</td>
</tr>
<tr>
<td>7</td>
<td>Woodrow Wilson on the League of Nations (1919)</td>
<td>Woodrow Wilson, speech in favor of the League of Nations, 1919</td>
<td>Quote from President Wilson’s speech in favor of the League of Nations, 1919.</td>
<td>7.3.II.B, C</td>
</tr>
<tr>
<td>7</td>
<td>Neutrality (Bennett Champ Clark, 1935)</td>
<td>Bennett Champ Clark, Article, Harper’s Monthly, December 1935</td>
<td>Quote from Harper’s Monthly article by then Senator Bennett Champ Clark, promoting American neutrality.</td>
<td>7.3.II.C</td>
</tr>
<tr>
<td>7</td>
<td>Mexican Transient Workers, 1937 (image)</td>
<td>Transient Mexican worker’s family from Texas in East Grand Forks, Minnesota, 1937</td>
<td>Photo showing a family of transient Mexican workers from Texas at their home in East Grand Forks, Minnesota in 1937.</td>
<td>7.2.III.C, 7.2.II.C, 7.1.III.C</td>
</tr>
<tr>
<td>7</td>
<td>WPA Poster (image)</td>
<td>New Deal Works Progress Administration (WPA) Poster</td>
<td>Poster supporting the Works Progress Administration, showing a farmer and an industrial worker.</td>
<td>7.1.III.A</td>
</tr>
<tr>
<td>7</td>
<td>Defend America by Aiding the Allies, 1940 (advertisement)</td>
<td>Advertisement by the Committee to Defend America by Aiding the Allies, the New York Times, June 1940</td>
<td>New York Times ad by the Committee to Defend America by Aiding the Allies that supports the United States entering World War II in support of the Allies.</td>
<td>7.3.II.C</td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>Description</td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>African American War Workers, 1942 (image)</td>
<td>Photo showing 2 African American men riveting wing sections for P-51 fighters in Inglewood, California in 1942.</td>
<td>7.3.III.A</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>World War II in the Pacific, 1941-1945 (map)</td>
<td>Map detailing the following about the Pacific theater during World War II: Allied-controlled areas, areas under Japanese control, farthest extent of Japanese control, neutral nations, atomic bombs, allied victories, Japanese victories, advances of Allied forces and Japanese forces.</td>
<td>7.3.III.C, D</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>World War II in Europe, 1943-1945 (map)</td>
<td>Map detailing the following in Europe and North Africa from 1943 through 1945: Allied offensives, Allied nations and Allied-controlled areas, neutral nations, Axis powers, farthest Axis control, Vichy France, and sites of major battles.</td>
<td>7.3.III.C, D</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Women in the Workforce, 1940-2010 (graph)</td>
<td>Line graph showing the number of total women and single women in the paid workforce (as a percentage of the whole paid workforce) from 1940 through 2010.</td>
<td>8.3.III.A</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>J. Edgar Hoover Speech to HUAAC (1947)</td>
<td>Quote from F.B.I. chief J. Edgar Hoover’s testimony before the House Committee on Un-American Activities (commonly abbreviated as HUUAC) in which the director declares communism to be a danger to the United States and must be rooted out.</td>
<td>8.1.III.A</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1950s Family (image)</td>
<td>Photograph of father and two children in a living room of a suburban home in the 1950s. The father is reading a newspaper in casual clothing and the two children (a boy and a girl) are watching television.</td>
<td>8.3.I.A</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reactions to Juvenile Delinquency in the 1950s (Historian James Gilbert)</td>
<td>Quote from a book by historian James Gilbert describing how music in the 1950s invaded all aspects of teen life and seemed hostile towards adults.</td>
<td>8.3.I.C</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>On the Road (Jack Kerouac, 1955)</strong></td>
<td><em>On the Road</em> by Jack Kerouac © 1955</td>
<td>Commonly quoted section from Kerouac’s famous novel about teenagers in the 1950s, including “burn, burn, burn like fabulous yellow roman candles.” No foul language.</td>
<td>8.3.I.B</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8</td>
<td><strong>Little Rock Nine, 1957 (image)</strong></td>
<td>Little Rock Nine and Daisy Bates, c. 1957 (Photo)</td>
<td>Posed photograph showing the so-called Little Rock Nine, the first African American students to attend a segregated high school in Little Rock, Arkansas, after intervention by the Eisenhower administration. The students are pictured with Civil Rights activist Daisy Bates (possibly in Bates’ home, which served as a type of headquarters for the anti-segregation movement in Little Rock).</td>
<td>8.2.I.A, C</td>
</tr>
<tr>
<td>8</td>
<td><strong>Civil Rights Act of 1957</strong></td>
<td>Civil Rights Act of 1957</td>
<td>The Civil Rights Act of 1957, which primarily focused on protecting voting rights for African Americans, marked the first time since Reconstruction that the federal government took meaningful steps to ensure the protection of civil rights. The act added the Civil Rights Division to the Justice Department, made it a crime to inhibit any citizen’s right to vote and established the U.S. Civil Rights Commission to investigate charges of infringement. Complete document.</td>
<td>8.2.I.B</td>
</tr>
<tr>
<td>8</td>
<td><strong>Inflation, 1960-2010 (graph)</strong></td>
<td>Inflation, 1960 – 2010 (Graph)</td>
<td>Line graph showing the annual percentage change in the Consumer Price Index (a common measure of inflation) from 1960 to 2010.</td>
<td>8.1.II.C, 8.1.III.C, 8.2.II.C</td>
</tr>
<tr>
<td>8</td>
<td><strong>Kennedy’s Inaugural Address (1961)</strong></td>
<td>Kennedy’s Inaugural Address</td>
<td>A new spirit of idealism, energy, and youth accompanied the election of John F. Kennedy to the presidency. In his Inaugural Address on January 20, 1961, he uttered the words: “Ask not what your country can do for you—ask what you can do for your country.” He also addresses the dangers of Communism. Complete document.</td>
<td>8.1.I.A, B</td>
</tr>
<tr>
<td>8</td>
<td><strong>Ronald Reagan against Medicare (1961)</strong></td>
<td>“Ronald Reagan Speaks out against Socialized Medicine” 1961 in a radio and television broadcast during the debate over a Medicare bill in Congress</td>
<td>In this address, then actor and political spokesman Ronald Reagan speaks out about the dangers of Medicare.</td>
<td>8.2.III.B</td>
</tr>
<tr>
<td>8</td>
<td><strong>Military Industrial Complex (Dwight D. Eisenhower, 1961)</strong></td>
<td>Dwight D. Eisenhower’s “Military Industrial Complex” speech</td>
<td>Except from famous speech by President Dwight Eisenhower three days before his term expires in 1961. In this excerpt, Eisenhower warns against the influence of a military industrial complex.</td>
<td>8.1.III.C</td>
</tr>
<tr>
<td>Page</td>
<td>Title</td>
<td>Author/Title</td>
<td>Description</td>
<td>Section</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>8</td>
<td>Silent Spring (Rachel Carson, 1962)</td>
<td>Silent Spring, by Rachel Carson © 1962</td>
<td>Excerpt from Silent Spring with an emphasis on the dangers of synthetic pesticides.</td>
<td>8.3.II.B</td>
</tr>
<tr>
<td>8</td>
<td>The Feminine Mystique (Betty Friedan, 1963)</td>
<td>The Feminine Mystique by Betty Friedan, W.W. Norton &amp; Company © 1963</td>
<td>Excerpt from the famous book about women in the 1950s. In this passage, author Betty Friedan is discussing her extensive review of magazines aimed at women.</td>
<td>8.2.II.A</td>
</tr>
<tr>
<td>8</td>
<td>Civil Rights Act of 1964</td>
<td>Civil Rights Act of 1964</td>
<td>Excerpt from the Civil Rights Act of 1964, focusing on the role of the Commission on Civil Rights to protect voting rights.</td>
<td>8.2.I.B</td>
</tr>
<tr>
<td>8</td>
<td>Voting Rights Act of 1965</td>
<td>Voting Rights Act of 1965</td>
<td>The Voting Rights Act of 1965 was approved to stop the disenfranchisement of African Americans. The Act prohibited the use of poll taxes and literacy and other tests as prerequisites for registering to vote and voting. Complete document.</td>
<td>8.2.I.B</td>
</tr>
<tr>
<td>8</td>
<td>Diplomacy (Henry Kissinger)</td>
<td>Diplomacy by former U.S. Secretary of State Henry Kissinger © 1994 Simon &amp; Schuster</td>
<td>Quote from Henry Kissinger’s famous book, wherein the author describes President Richard Nixon’s position that communist countries were both adversaries and collaborators.</td>
<td>8.1.I.C</td>
</tr>
<tr>
<td>9</td>
<td>Federal Budget Surplus/Deficit, 1940-2010</td>
<td>Federal Budget Surplus/Deficit, 1940 – 2010 (Graphs)</td>
<td>A series of three line graphs that show Federal Budget and Surplus/Deficit, 1940-2010; Gross National Product, 1940-2010; and Budget Surplus/Deficit as Percent of GNP, 1940-2010.</td>
<td>9.1.II.B</td>
</tr>
<tr>
<td>9</td>
<td>Immigration, 1960-2000 (graphs)</td>
<td>Total Immigration, 1960 – 2000 and Sources of Immigration, 1995 – 2010 (Graphs)</td>
<td>Bar graph showing the numbers of immigrants to the United States from 1961 to 2000 (in 5-year increments) and circle graph showing countries of origin.</td>
<td>9.3.II.A</td>
</tr>
<tr>
<td>9</td>
<td>Jimmy Carter’s Foreign Policy (Historian Robert Strong)</td>
<td><em>Working in the World: Jimmy Carter and the Making of American Foreign Policy</em> by Robert A. Strong, Louisiana State University Press © 2000</td>
<td>In this excerpt, historian Robert Strong defends President Jimmy Carter’s foreign policy and argues that his policies were partially responsible for the fall of communism.</td>
<td>9.1.I.A</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>Listen America! (Jerry Falwell, 1980)</td>
<td><em>Listen America!</em> by Jerry Falwell, Doubleday © 1980</td>
<td>Quote from Reverend Jerry Falwell’s famous call to arms addresses the laziness of youth and urges his readers to oppose the Equal Rights Amendment, feminism, and homosexuality.</td>
<td>9.1.I.B</td>
</tr>
<tr>
<td>9</td>
<td>Defense and National Security (Ronald Reagan, 1983)</td>
<td>Ronald Reagan “Address to the Nation on Defense and National Security” March 23, 1983</td>
<td>President Ronald Reagan’s call to the nation to increase the defense budget and modernize the armed forces.</td>
<td>9.2.I.A</td>
</tr>
<tr>
<td>9</td>
<td>George H.W. Bush Address on Gulf War (1991)</td>
<td>George H.W. Bush’s Address to Congress on the Gulf War</td>
<td>President George H.W. Bush’s address to Congress in August 1990 at the end of the Gulf War, in which the United States succeeded in defending ally Kuwait against Iraqi forces led by president Saddam Hussein.</td>
<td>9.2.I.B, 9.3.I.C</td>
</tr>
<tr>
<td>9</td>
<td>Walk for Life and Counter Protest (image)</td>
<td>Walk for Life and Counter Protest, San Francisco, CA (Photo)</td>
<td>Walk for Life and Abortion Rights advocates protest in San Francisco. Protest signs are visible. No foul language or graphic images, although one poster says “REBELLIOUS JEZEBELS” and quotes the Bible, asking “who could [sic] find a virtuous woman?”</td>
<td>9.3.II.C</td>
</tr>
<tr>
<td>9</td>
<td>Barack Obama Victory Speech (2008)</td>
<td>Barack Obama, Speech given in Chicago upon winning the 2008 Presidential Election</td>
<td>Excerpt from President Barack Obama’s historic speech in which he speaks says that the United States is “a place where things are possible” for all Americans regardless of race, gender, political party, ability, or sexual orientation.</td>
<td>9.3.II.C</td>
</tr>
<tr>
<td>9</td>
<td>Lending and Credit (Elizabeth Warren, 2011)</td>
<td>Elizabeth Warren’s testimony before the House Financial Services Committee, March 16, 2011</td>
<td>Excerpt from the testimony of then Special Advisor to the Secretary of the Treasury for Consumer Financial Protection Bureau, Elizabeth Warren, on the issues many Americans have with lenders and consumer credit.</td>
<td>9.3.I.B</td>
</tr>
<tr>
<td>9</td>
<td>Labor Rally, 2011 (image)</td>
<td>Labor Rally, Santa Fe, New Mexico, 2011 (Photo)</td>
<td>Photo showing protesters at a pro-labor rally in Santa Fe, New Mexico. Protesters signs are visible and complain of corporate greed, union busting, and tax evasion. No foul language.</td>
<td>9.3.1.A</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>Election of 2012 (map)</td>
<td>The Election of 2012 (Map)</td>
<td>Map showing electoral votes of each state and whether they voted for Barack Obama or Mitt Romney. Shows the demographic changes in the United States based on “sunbelt” migration and immigration in the southwest.</td>
<td>9.3.11.B</td>
</tr>
<tr>
<td>9</td>
<td>Effective Citizenship (Christian Coalition)</td>
<td>The Christian Coalition, a prominent Christian political organization founded in 1989, in its description of effective citizenship</td>
<td>Description of effective citizenship as quoted from the website of The Christian Coalition. Quote speaks to their political and social values.</td>
<td>9.1.1.B</td>
</tr>
</tbody>
</table>