Summit Public Schools
Summit, New Jersey
11th grade / AP U.S. History II
Length of Course: one year

PACING GUIDE
28 weeks active teaching of new material before AP exams/review
3 weeks after AP exams conclude (Unit #7)

2013 AP Revision Work for 2015 AP Test pages 33-44

Unit #1: The Progressive Movement 2 weeks
Unit #2: Imperialism and World War 4 weeks
Unit #3: Prosperity, Depression, and Total War, 1920-1945 8 weeks
Unit #4: America as a Global Power: Foreign Policy and Domestic Issues: 1945-1960 7 weeks
Unit #5: The United States in Transition: 1960 to 1980 5 weeks
Unit #6: Closing the 20th century 2 weeks
Unit #7: Challenges and Opportunities in the 21st century 3 weeks

Main Text:
Multiple supplementary primary/secondary texts-documents.

PHILOSOPHY
In an age of rapid change and growing complexity, it is imperative that students develop critical thinking skills; as well as a clear knowledge and understanding of the American experience of which they are a part. Further, it is vital that they be able to place this knowledge and understanding in its global context. The use of a variety of sources, focusing on primary sources, offers students the opportunity to gain a more meaningful understanding of American life and our cultural legacy.
Curriculum

Course Description:
This one-year survey of our nation's history from the post-Reconstruction period to the present day emphasizes the transition of the United States from a rural, agricultural society to a heterogeneous, urbanized, industrial society. The development of the United States as a world power is seen the growing international presence of the nation via the Spanish-American War and World War I. An examination is made of the economic and social structure of the periods of the Progressive Era, the "Roaring Twenties" and the Great Depression. World War II and the post-war period mark the maturation of the United States as a world power and consumer society, while the Vietnam conflict and the social changes it wrought mark a new era in U. S. development. The course continues with an examination of U. S. domestic and foreign policy in the post-Watergate era. The final unit examines global and domestic issues facing the US during the Carter and Reagan administrations and beyond into the 21st century. Students acquire the ability to view the present-day problems as an outgrowth of past trends. Ongoing knowledge of current events is required in this course, as is constant review of U.S. History I Honors/AP material.

The student in the AP history program is expected to do a large volume of reading, and this reading is primarily on a college level. The student will employ a variety of books, articles, and primary sources and be required to compare and analyze the viewpoints of a variety of historians. These analyses will be both oral and written.

In the AP program the student is expected to enter into frequent and meaningful discussion, showing evidence of critical thinking in the analysis of historical opinion and trends.

In depth research is another activity which differentiates the AP program from the regular U. S. History II course. Students will be assigned a reading project to be completed the summer before entering AP U.S. History II. During the school year, research will be conducted outside of class and will culminate in the completion of college level research paper. After the AP exam students will do further research, focusing on oral history, for other projects. Throughout the year students will learn to evaluate the reliability of a variety of sources, from primary documents to websites.

Throughout the course students will examine the development of U.S. financial policy and how government policy impacts the domestic and the global economy.

Students in the Advanced Program follow the suggested College Board curriculum pacing guide so that a week before the AP exam they have completed the content covered on the examination. They also work throughout the course to achieve mastery of AP-style multiple-choice questions, short essays, and document-based question essays, as well as other formal writing assignments.
II. Course Proficiencies

Upon completion of instruction, students will be able to:

1. identify significant events in the development of the United States from a hemispheric to a global power;
2. display a working knowledge of the political, economic and social reforms of the Progressive era;
3. describe the social and political currents that helped lead to American involvement in World War I and the decade of the 1920's that followed in reaction to it;
4. outline the causes of the Great Depression of the 1930's and the American government's program for the recovery from it;
5. trace the major events in the development of American foreign policy from one of isolationism in the 1920's and 1930's through the onset of the Cold War to the conclusion of American involvement in Vietnam and the development of a policy of detente with the communist and post-communist world;
6. describe such developments as the civil rights movement of the 1950's and 1960's, the Great Society Program, the effects of the creation of an American consumer culture, and the strains put on that culture by international trends in the 1970s and 1980s;
7. trace the major developments, foreign and domestic, of the Nixon/Ford, Carter and Reagan administrations;
8. identify and explain key issues, both foreign and domestic, that the United States faced during the Bush/Clinton/Bush administrations and identify key issues will probably encounter in the future;
9. demonstrate skill in the interpretation of maps, charts, graphs, and tables;
10. demonstrate a mastery of relevant historical vocabulary;
11. reconcile and evaluate information from primary and secondary sources to support or refute hypotheses;
12. assess data within historical, social, political, geographic, or economic context, testing for credibility and evaluating bias;
13. apply problem-solving skills to national, state or local issues presented in study of 20th century American life and prescribe reasoned analysis and solution;
14. analyze social, political, and cultural change and evaluate the impact of each on local, state, national and global issues;
15. develop an understanding of key economic concepts that apply to the study of history such as protective tariffs, the expansion of credit, the role of Federal Reserve, and Keynesian economics.
16. demonstrate mastery of AP multiple choice, short essay, and DBQ formats.
## Unit 1: The Progressive Movement (2 weeks)

### Standard 6.1 (Social Studies)

#### 6.1 U.S. History: America in the World:
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### Big Ideas:
The United States was changed by the interconnected forces of industrialization, urbanization, and immigration. In reaction to these changes, the Populist movement, and later the Progressive Movement supported a variety of reforms. Presidents Theodore Roosevelt, William H. Taft, and Woodrow Wilson supported various Progressive reforms.

### Essential Questions:
What provocative questions will foster inquiry, understanding, and transfer of learning?

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent did the Progressives’ attempt to preserve both individual rights and the common good create inherent conflicts and tensions?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>2. To what extent did the roles and responsibilities of U.S. citizens change during the Progressive era? If so, how and why?</td>
<td>1. Progressive reforms such as Prohibition illustrate this conflict. Current debates over gun control, environmental protection, etc. reflect similar tensions.</td>
</tr>
<tr>
<td>3. Why was there political and social conflict between urban and rural areas?</td>
<td>2. The power of citizens increased with the 19th Amendment and with state-level reforms such as initiative and recall. Citizens also began to depend on the government to create and enforce regulations.</td>
</tr>
<tr>
<td>4. To what extent would a nation of immigrants seek to restrict immigration and why?</td>
<td>3. Industrialization, urbanization and immigration led to conflict. The Populist movement illustrates the political and social demands of farmers who felt “left behind.”</td>
</tr>
<tr>
<td>4. From the 1882 Chinese Exclusion Act to the Quota Acts of the 1920s “new” immigrants were excluded. Economic competition, a fear of socialism, and perceived cultural differences are a few reasons for these restrictions.</td>
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</tr>
</tbody>
</table>

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Students will:</th>
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<tbody>
<tr>
<td>Students will master following NJCCS “Development of the Industrial United States”</td>
</tr>
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</table>

### Examples, Outcomes, Assessments

<table>
<thead>
<tr>
<th>Instructional Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Industrialism, Urbanization and Immigration (review from U.S. I)</td>
</tr>
<tr>
<td>B. Progressivism - political and</td>
</tr>
</tbody>
</table>
Conceptual Objectives:
Upon completion of this unit, students will be able to:
1.1 identify, explain, and analyze the major factors that promoted industrialization and urbanization in the United States;
1.2 develop a descriptive definition of urbanization in the early 1900s and explain and analyze how its key elements led to calls for political, economic and social reforms;
1.3 analyze the impact of migration and immigration on U.S. society; focusing on African Americans and the conflict between Old and New immigrants;
1.4 analyze the major changes demanded by the Progressives in the political and social systems of the United States at the city, state, and federal levels, using New Jersey and Woodrow Wilson as an example;
1.5 identify various techniques used to

<table>
<thead>
<tr>
<th>Conceptual Objectives:</th>
<th>social reform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this unit, students will be able to:</td>
<td>C. Differing methods for reform under three presidents</td>
</tr>
<tr>
<td>1.1 identify, explain, and analyze the major factors that promoted industrialization and urbanization in the United States;</td>
<td>Sample Assessments:</td>
</tr>
<tr>
<td>1.2 develop a descriptive definition of urbanization in the early 1900s and explain and analyze how its key elements led to calls for political, economic and social reforms;</td>
<td>AP style multiple-choice and essay questions.</td>
</tr>
<tr>
<td>1.3 analyze the impact of migration and immigration on U.S. society; focusing on African Americans and the conflict between Old and New immigrants;</td>
<td>past FRQ and DBQ essay topics:</td>
</tr>
</tbody>
</table>
| 1.4 analyze the major changes demanded by the Progressives in the political and social systems of the United States at the city, state, and federal levels, using New Jersey and Woodrow Wilson as an example; | 2007 "Analyze the ways in which technology, government policy, and economic conditions changed American agriculture in the period 1865-1900. In your answer be sure to evaluate farmers’ responses to these changes."
| 1.5 identify various techniques used to | 2008 B "For the years 1880 to 1925, analyze both the tensions surrounding the issue of immigration and the United States government’s response to these tensions."

Sample Assessments:
1997 DBQ: "To what extent did economic political developments as well as assumptions about the nature of women affect the position of American women during the period 1890 - 1925."
2000 “How successful was organized labor in improving the position of workers in the period from 1875 to 1900? Analyze the factors that contributed to the level of success achieved."
2003B DBQ "Evaluate the effectiveness of
| Consolidate industry and evaluate the influence of corporate power on national politics; | the Progressive Era reformers and the federal government in bringing about reform at the national level.

**CCS #1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCS #4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Examples of selected resources for Unit 1**

- Photographs and writings of Jacob Riis
- Excerpts from *The Jungle* by Upton Sinclair
- Writings and speeches of Theodore Roosevelt, W.J. Bryan, Robert LaFolette, et al.
- Culturally Responsive Teaching: Excerpts from *Up From Slavery* by Booker T. Washington and *Souls of Black Folk* by W.E.B. Dubois

**CCS #6:** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- Documents regarding Chinese Exclusion Act, Pendleton Civil Service Act, the Omaha Platform, and other topics.

**CCS #4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

<table>
<thead>
<tr>
<th>Evaluate the changes which took place in the relationship between government and business through antitrust legislation;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the role that &quot;Muckrakers&quot; played in calling attention to the need for reforms;</td>
</tr>
<tr>
<td>Compare the roles of Presidents Roosevelt, Taft, and Wilson in bringing about Progressive reform, using the election of 1912 to demonstrate different approaches to reform;</td>
</tr>
<tr>
<td>Discuss the rise of the Progressive movement and be able to show the relationship between Progressivism and the Populist Movement. Compare late 19th century muckraking and progressivism to late 20th century efforts;</td>
</tr>
<tr>
<td>Evaluate the impact of the Progressive movement at the municipal, state, and national levels;</td>
</tr>
<tr>
<td>Identify social, economic, and political reasons for agrarian discontent; focusing on issues of credit and inflation;</td>
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<tr>
<td>Analyze the effects of technological developments on the worker and the workplace;</td>
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<tr>
<td>Trace the steps in the fight for women's suffrage including the efforts of the AWSA/NWSA;</td>
</tr>
<tr>
<td>Analyze the status of women regarding family, the workplace, education, political involvement, and reform movements;</td>
</tr>
</tbody>
</table>
1.15 evaluate the success of African-Americans (NAACP), Native-Americans (Chief Sitting Bull/Wounded Knee), labor organizations (such as the AFL/CIO), and women (WCTU) in addressing the problems they faced during the Progressive Era and assess how and why Progressivism had limitations;

1.16 explain and analyze the continuing growth of labor through the AFL/CIO and other labor organizations;

1.17 evaluate the working conditions in the Paterson silk mills and explain how they led to the strike of 1913;

1.18 identify, explain, analyze and evaluate key intellectual and cultural movements; e.g., Social Darwinism and the Social Gospel; as well as changes in popular entertainment.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

<table>
<thead>
<tr>
<th>CCS #8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies:</td>
</tr>
<tr>
<td>Students will use the collection “Picturing America” to examine the art of the period.</td>
</tr>
<tr>
<td>Culturally Responsive Teaching:</td>
</tr>
<tr>
<td>Students will analyze the photographs taken by Jacob Riis as both primary source documents and as propaganda.</td>
</tr>
<tr>
<td>21st Century Skills:</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>Discuss the problems of this era and evaluate the success of Progressive solutions.</td>
</tr>
<tr>
<td>Create alternative solutions.</td>
</tr>
<tr>
<td>Media Literacy: Students will examine the political cartoons of Thomas Nast using collections on the internet.</td>
</tr>
<tr>
<td>21st Century Themes:</td>
</tr>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy: Analyze the role of government in regulating industry.</td>
</tr>
<tr>
<td>Civic Literacy: Evaluate the changing relationship between citizens and the federal/state government.</td>
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<tr>
<td>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</td>
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</tbody>
</table>
Unit 2: Imperialism and World War One (4 weeks)

**Standard** 6.1 (Social Studies)

6.1 **U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Big Ideas:** After the Civil War the United States began to become more involved in world affairs. Economic, social, and political motives contributed to the growth of imperialism. There was also opposition to imperialism for a variety of reasons.

Tensions created by imperialism led to World War One. This war marks a change in the role of the United States in world events.

<table>
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<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. What influence did business interests have on U.S. expansion?

2. To what extent was the role of the U.S. in world affairs altered by imperialism and World War I?

3. How did the definition of “citizen” and the rights of a citizen cause conflict during imperialism?

4. Technology is often considered a sign of progress, to what extent were notions of “progress” challenged by the experience of World War One?

**Enduring Understandings**

Students will understand that...

1. The need for raw materials and for new markets influenced the Open Door policy in China and the acquisition of coaling stations in the Pacific (Hawaii, Pago Pago, et al.) Other imperial actions were more heavily influenced by other factors such as Social Darwinism, etc.

2. The U.S. became active in world affairs during imperialism. The destruction of World War I left the U.S. as the most powerful nation. Wilson’s actions at Versailles led to debate in the Senate and elsewhere regarding the role of the U.S. in world affairs.

3. The U.S. still debates the question of “does the Constitution follow the flag?” regarding Puerto Rico and other territories.

4. Improvements in technology led to the stalemate in the trenches. New weapons such as mustard gas made the war more horrific.
<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Instructional Focus:</td>
</tr>
<tr>
<td>6.1.12.A.7.a</td>
<td>A. The New Manifest Destiny and the</td>
</tr>
<tr>
<td>6.1.12.A.7.b</td>
<td>Republic as Empire</td>
</tr>
<tr>
<td>6.1.12.A.7.c</td>
<td>B. World War I</td>
</tr>
<tr>
<td>6.1.12.B.7.a</td>
<td>Sample Resources and Assessments:</td>
</tr>
<tr>
<td>6.1.12.C.7.a</td>
<td>Debate of Imperialists versus Anti-Imperialists</td>
</tr>
<tr>
<td>6.1.12.C.7.b</td>
<td>Primary sources: McKinley’s Declaration of War, Beveridge’s “March of the Flag”, the Roosevelt Corollary, etc.</td>
</tr>
<tr>
<td>6.1.12.D.7.c</td>
<td>Readings on Summit during World War I.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>past FRQ and DBQ essay topics:</td>
</tr>
<tr>
<td>Upon completion of the unit, students will be able to:</td>
<td>1991 DBQ &quot;It was the strength of the opposition forces, both liberal and conservative, rather than the ineptitude and stubbornness of President Wilson that led to the Senate defeat of the Treaty of Versailles.&quot;</td>
</tr>
<tr>
<td>2.1 analyze and evaluate the causes of the &quot;New&quot; Manifest Destiny that developed in the United States in the 1880s and 1890s, identifying relationship to Monroe Doctrine and isolationism;</td>
<td>2000 To what extent did the United States achieve the objectives that led it to enter the First World War?</td>
</tr>
<tr>
<td>2.2 explain, analyze and evaluate American imperialistic ambitions in Hawaii, Samoa, and China;</td>
<td>2007 B Analyze the ways in which the federal government sought support on the home front for the war effort during the First World War.</td>
</tr>
<tr>
<td>2.3 analyze the long and short term causes of the war with Spain and the creation of an imperial administration in new U.S. territories;</td>
<td><strong>CCS #1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</strong></td>
</tr>
<tr>
<td>2.4 compare the United States &quot;Big Stick&quot; diplomacy in Latin America and the development of &quot;Dollar Diplomacy&quot; and &quot;Moral Diplomacy&quot;;</td>
<td>2008 Analyze the extent to which the Spanish-American War was a turning point in American foreign policy.</td>
</tr>
<tr>
<td>2.5 identify and explain the concept of neutrality and evaluate its application to United States foreign policy decisions 1914-1917;</td>
<td></td>
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<tr>
<td>2.7</td>
<td>analyze the effects of modern war on both soldiers and civilians;</td>
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<tr>
<td>2.8</td>
<td>evaluate events of the 1919 Versailles conference and factors contributing to the U.S. rejection of the League of Nations;</td>
</tr>
<tr>
<td>2.9</td>
<td>evaluate the political and economic impact of imperialism on the United States.</td>
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</tbody>
</table>

### CCS #9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Instructional Strategies:**

**Interdisciplinary Connections:** Use of art and literature (especially poetry) from World War One that will also provide Global Perspectives on the impact of the war.

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### The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

**21st Century Skills:**

- **Creativity and Innovation:** students will learn that improvements in technology can lead to increased destruction.
- **Critical Thinking and Problem Solving/Culturally Responsive Teaching:** students will debate imperialism and consider how to incorporate new U.S. possessions.
- **Information Literacy and Media Literacy:** students will consider the tactics used by the “4 Minute Men” and the CPI.

**21st Century Themes:**

- **Financial, Economic, Business, and Entrepreneurial Literacy:** students will consider the impact of overproduction and the need for new markets on imperialism.
- **Civic Literacy:** students will consider the legitimacy of the Espionage and Sedition Acts. They will also discuss the definition of “citizen” and the rights that could/should belong to residents of U.S. possessions.

**S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)**
# Unit 3: Prosperity, Depression, and Total War: 1920-1945 (8 weeks)

**Standard** 6.1 (Social Studies)

### 6.1 U.S. History: America in the World:
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### Big Ideas:
The United States re-evaluated its role in world affairs after World War One. This influenced restrictions in immigration policy. Although most Americans enjoyed financial prosperity in the 1920s, farmers were already suffering from overproduction. African-American culture shined during the Harlem Renaissance, but no legal rights were gained, despite serving with distinction during World War Two.

### Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

<table>
<thead>
<tr>
<th>Essential Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> What is the formal and informal relationship of the U.S. to other nations during the 1920s and 1930s?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td><strong>2.</strong> As a nation of immigrants, how should immigration best be regulated? Did the government or popular response change from the 1920s through World War II?</td>
<td>1. Although this era used to be considered a period of official isolationism, the U.S. led the Washington Naval Conferences and signed the Kellogg-Briand Pact. The Nye Committee Hearings and the Neutrality Acts of the 1930s show evolving views towards involvement in European affairs.</td>
</tr>
<tr>
<td><strong>3.</strong> To what extent can individuals and groups work to combat instances of prejudice, cruelty and discrimination? Focus on the issues raised by the Holocaust.</td>
<td>2. The U.S. reacted to the expansion of socialism and the rapid increase in immigration by creating the Quota Acts. During the Great Depression limitations increased, then during World War II the bracero program developed. Many forces influence immigration policy, including the economy, international politics, etc.</td>
</tr>
<tr>
<td><strong>4.</strong> How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? Focus on the treatment of Japanese-Americans, African-Americans, and Mexican Americans.</td>
<td>3. There is no easy answer to this. Students will examine responses in the U.S. and Europe as well as discussing their own views.</td>
</tr>
<tr>
<td><strong>4.</strong> Students will discuss this in both a historical and contemporary context. The issue of discrimination against “others” is still valid and also applies to #3. The U.S. is a nation of immigrants, what level of assimilation is necessary or desirable?</td>
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</tbody>
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5. To what extent were the values and principles of American economy and democratic process changed during the New Deal?

<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Instructional Focus:</td>
</tr>
</tbody>
</table>
| 6.1.12.A.8.a                                                 | **B. The Great Depression and the**
| 6.1.12.A.8.b                                                 | **New Deal**                     |
| 6.1.12.A.8.c                                                 | **C. World War II**              |
| 6.1.12.B.8.a                                                 | Sample Resources and Assessments: |
| 6.1.12.C.8.a                                                 | AP style multiple-choice and essay questions. |
| 6.1.12.C.8.b                                                 | Readings from Collins on women in the 
| 6.1.12.D.8.a                                                 | 1920s; primary sources on Immigration Act 
| 6.1.12.D.8.b                                                 | of 1924; literature from the Harlem 
| 6.1.12.A.9.a                                                 | Renaissance; 
| 6.1.12.C.9.a                                                 | **documents of historical and literary** 
| 6.1.12.C.9.b                                                 | **significance (e.g., Roosevelt’s Four** 
| 6.1.12.C.9.c                                                 | **Freedoms speech, King’s “Letter from** 
| 6.1.12.C.9.d                                                 | **Birmingham Jail”), including how they** 
| 6.1.12.D.9.a                                                 | **address related themes and concepts.** |
| 6.1.12.D.9.b                                                 | Role play on the 1920s (History Alive activity 
| 6.1.12.A.10.a                                                | 1.2). 
| 6.1.12.A.10.b                                                | **CCS #6. Determine an author's point** 
| 6.1.12.A.10.c                                                | **of view or purpose in a text and** 
| 6.1.12.B.10.a                                               | **analyze how an author uses rhetoric**
| 6.1.12.C.10.a                                               | **to advance that point of view or**
| 6.1.12.C.10.b                                               | **purpose.**
| 6.1.12.D.10.b                                               | Reading from Cunningham on New Jersey in 
| 6.1.12.D.10.c                                               | the Great Depression and New Deal. 
| 6.1.12.D.10.d                                               | **past FRQ and DBQ essay topics:** 
| 6.1.12.A.11.a                                               | 1999 In what ways did economic 
| 6.1.12.A.11.b                                               | conditions and developments in the arts and 
| 6.1.12.A.11.c                                               | entertainment help create the reputation of 
| 6.1.12.A.11.d                                               | the 1920s as the Roaring Twenties? 
| 6.1.12.A.11.e                                               | 2001 Describe and account for the rise of 
| 6.1.12.D.11.b                                               | nativism in U.S. society from 1900 to 1930 |
| 6.1.12.D.11.c                                               |                                  |

**Objectives**

Upon completion of the unit, students will be able to:
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>analyze the conflict between urban and rural cultures in the 1920s;</td>
</tr>
<tr>
<td>3.2</td>
<td>analyze and evaluate the characteristics of the &quot;New Culture&quot; of the 1920's - consumerism, radio, new technology, role of women, big business, and Prohibition;</td>
</tr>
<tr>
<td>3.3</td>
<td>describe the manifestations of xenophobia and examine the emergence of the Ku Klux Klan, nativism and religious fundamentalism and their impact on American society in the 1920s;</td>
</tr>
<tr>
<td>3.4</td>
<td>explain and evaluate the factors that caused an increase in immigration during the 1920's, discussing the characteristics of immigrants' lives in the United States and identify factors that led to the US restrictions on immigration;</td>
</tr>
<tr>
<td>3.5</td>
<td>examine the social, economic and political changes in the positions of and attitudes towards women and African Americans in the 1920s;</td>
</tr>
<tr>
<td>3.6</td>
<td>describe and evaluate the various experimental movements (such as Modernism) in American literature, art and music during the 1920s;</td>
</tr>
<tr>
<td>3.7</td>
<td>explain and analyze the philosophy and programs of the Republican administrations of the 1920's in both domestic and foreign policy;</td>
</tr>
<tr>
<td>3.8</td>
<td>evaluate the causes of the Great Depression and describe the efforts of the Hoover Administration to deal with it;</td>
</tr>
<tr>
<td>3.9</td>
<td>evaluate the impact of New Deal programs and World War II on</td>
</tr>
</tbody>
</table>

1998 To what extent and why did the United States adopt an isolationist policy in the 1920s and 1930s?

2006 B How did TWO of the following help shape American national culture in the 1920s? Advertising, Entertainment, Mass production

**CCS #7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**

DBQ 2003 Analyze the responses of Franklin D. Roosevelt's administration to the problems of the Great Depression. How effective were these responses? How did the change the role of the federal government?

DBQ 2004 B How and for what reasons did United States foreign policy change between 1920 and 1941?

**Instructional Strategies:**

**Interdisciplinary Connections/Culturally Responsive Teaching:** Students will utilize works read in English class from the Harlem Renaissance and their 9th grade summer reading *All But My Life* written by a Holocaust survivor.

**Media Literacy Integration:** Students will consider the impact of radio and movies on culture and politics in this era.

**Global Perspectives:** Reaction to the growth of socialism, the Great Depression, the Holocaust, and other events show the world's growing interdependence.
presidential power, the role of government and the economy;

3.10 identify and evaluate the arguments of the people (critics from the Right and the Left) and events challenging the New Deal in the mid-to-late 1930s;

3.11 describe the hardships that the average American endured during the Great Depression, using the conditions in urban and rural New Jersey as examples of conditions in the nation;

3.12 explain, analyze, and evaluate the impact of the Great Depression and the New Deal era on African Americans, Native Americans, Mexican Americans and women and the responses of these groups to the obstacles they faced;

3.13 identify and explain the key foreign policy developments of the interwar period; focusing on attempts at neutrality;

3.14 explain and analyze the rise of fascism and militarism in Japan, Italy, and Germany;

3.15 analyze and describe the ways in which the United States fought a global war in Europe, the Mediterranean, and in the Pacific;

3.16 evaluate the impact of World War II on the homefront; focusing on women, the family, and minorities;

3.17 compare the impact of World War II on civil liberties (Japanese internment) with the limitations imposed during World War I;
| 3.18 | identify and explain migrations within the United States during the Great Depression and World War II; |
| 3.19 | analyze changes in the power and popularity of labor unions from the 1920s through World War II; |
| 3.20 | explain, analyze, and evaluate key wartime diplomatic aims and key issues discussed at wartime conferences; |
| 3.21 | evaluate the U.S. reaction to the Holocaust during and after World War II. |

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

| 21st Century Skills: |
| Critical Thinking and Problem Solving: examining reactions to the Great Depression and the Holocaust. |
| Media Literacy: Students will consider the impact of radio and movies on culture and politics in this era. |
| Life and Career Skills: Discussions on how to address prejudice and bullying. |

<p>| 21st Century Themes: |
| Financial, Economic, Business, and Entrepreneurial Literacy: The Great Depression |
| Civic Literacy: The role of a citizen in opposing immoral policies and the responsibility of citizens to serve (the draft). |
| S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) |</p>
<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Ideas:</strong> After World War II the United States and the Soviet Union began a “Cold War.” Each side felt the other was responsible for creating the initial conflict. The policy of containing communism would lead to U.S. involvement in Korea and Vietnam. Fear of communism would lead to McCarthyism. Domestic prosperity did not improve the status of women or African-Americans.</td>
<td></td>
</tr>
<tr>
<td>Essential Questions:</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>1. How inevitable was the Cold War given the relationship between the U.S. and the U.S.S.R. before and after World War II?</td>
<td>1. The U.S. feared the expansion of communism and Soviet influence while the Soviets felt threatened by U.S. actions (the Marshall Plan) and lack of action (delayed second front). Students will discuss and consider the importance of understanding perspective.</td>
</tr>
<tr>
<td>2. To what extent was the 1950s affluence and conformity a mirage for underlying social tensions?</td>
<td>2. Although the 1950s are considered a time of conformity, there were “rebels” of various types from teen rockers to Betty Friedan to the growing Civil Rights movement. Economic prosperity could not protect the U.S. against the fear of communism.</td>
</tr>
</tbody>
</table>

**Areas of Focus: Proficiencies (Cumulative Progress Indicators)**

<table>
<thead>
<tr>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.12.A.12.a</td>
</tr>
<tr>
<td>6.1.12.A.12.b</td>
</tr>
<tr>
<td>6.1.12.A.12.c</td>
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<tr>
<td>6.1.12.B.12.a</td>
</tr>
<tr>
<td>6.1.12.C.12.a</td>
</tr>
<tr>
<td>6.1.12.C.12.c</td>
</tr>
<tr>
<td>6.1.12.C.12.d</td>
</tr>
<tr>
<td>6.1.12.D.12.a</td>
</tr>
<tr>
<td>6.1.12.D.12.b</td>
</tr>
<tr>
<td>6.1.12.D.12.c</td>
</tr>
<tr>
<td>6.1.12.A.13.b</td>
</tr>
<tr>
<td>6.1.12.B.13.a</td>
</tr>
</tbody>
</table>

**Examples, Outcomes, Assessments**

<table>
<thead>
<tr>
<th>Instructional Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Origins of the Cold War</td>
</tr>
<tr>
<td>B. Limited War - Korea</td>
</tr>
<tr>
<td>C. Postwar Domestic Policies and Problems</td>
</tr>
<tr>
<td>D. Eisenhower - Moderate Republican</td>
</tr>
</tbody>
</table>

Sample Resources and Assessments:

- Culturally Responsive Teaching:

  - Primary source readings on Little Rock from students (Little Rock 9) and President Eisenhower, plus documentary footage from
Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.D.15.b
6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

4.1 explain and analyze the problems of the Post World War II period and evaluate in those problems the roots of the "Cold War," analyzing 1945-1950 policies and actions of the US (Truman Doctrine, formation of NATO, Berlin Airlift, etc.);

4.2 describe the causes of, and participation in, the Korean War, and evaluate the consequences of participation in a limited war;

4.3 explain, analyze, and evaluate the effectiveness of the policy of containment as used by the Truman Administration;

4.4 identify and evaluate the major points of the Taft-Hartley Act and explain how its purpose was to restrict the power of the unions;

4.5 evaluate the significance and effects of Senator Joseph McCarthy, the tactics he used, and the time period which came to be known as the "Era

the series “Eyes on the Prize”

CCS #8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Primary sources and recent analyses regarding McCarthyism.

Primary sources on foreign policy including the Truman Doctrine, the Marshall Plan, Kennan’s explanation of containment etc.

CCS #4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

AP style multiple-choice and essay questions.

past FRQ and DBQ essay topics:
Culturally Responsive Teaching:
2006 While the United States appeared to be dominated by consensus and conformity in the 1950s, some Americans reacted against the status quo.

Analyse the critiques of American society made by TWO of the following .

Youth Intellectuals

Civil Rights Activists

2003 Compare and contrast United States society in the 1920s and 1950s with respect to TWO of the following:

race relations consumerism
analyze and evaluate Eisenhower's economic, social, and political policies;

4.7 evaluate the post-Korean War foreign policy objectives and implementation under Eisenhower and Dulles;

4.8 identify, explain, and analyze key events in the Cold War in Asia, focusing on China, Korea, Vietnam and Japan;

4.9 evaluate the impact of the Cold War on U.S. society; focusing on education, science, medicine, technology, and the family;

4.10 analyze the transition from wartime alliances to new patterns of global conflict and cooperation, including the development of NATO, SEATO, etc.;

4.11 analyze political trends in post war America, including major United States Supreme Court decisions of the 1950s;

4.12 identify, explain, and analyze reasons for the emergence of the modern Civil Rights movement in the 1950s;

4.13 analyze differences within American society, including the gap between the affluent and “the other America” and the role of social critics, nonconformists, and cultural rebels;

4.14 evaluate if the 1950s was a truly time of “consensus and conformity.”

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

2005 B Analyze the ways in which TWO of the following contributed to the changes in women’s lives in the United States in the mid-twentieth century.

- Wars
- Literature and/or popular culture
- Medical and/or technological advances

CCS #9. Draw evidence from literary or informational texts to support analysis, reflection, and research.


2010B Analyze the effects of the Vietnam War on TWO of the following in the United States in the period from 1961 to 1975.

- The presidency
- those between 18 and 35
- Cold War diplomacy

2012 Compare and contrast the Cold War foreign policies of TWO of the following presidents.

- Harry Truman (1945–1953)
- Dwight Eisenhower (1953–1961)

DBQ 2001 What were the Cold War fears of the American people in the aftermath of the Second World War? How successfully did the administration of President Eisenhower address these fears?

DBQ 2006 B Analyze developments from 1941 to 1949 that increased suspicion and tension between the United States and the Soviet Union.

Instructional Strategies:

- Interdisciplinary Connections:
  - importance of science and math education in
| Global Perspectives: impact of the Cold War on the current economies of eastern Europe. | 21st Century Skills: 
Critical Thinking and Problem Solving: analyze Cold War tensions and consider if/how these might have been resolved. 
Media Literacy: consider the role of television in creating support for the Civil Rights movement. 
21st Century Themes: 
Civic Literacy: discuss the role of citizens in protecting the rights of others. 
S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) |
## Unit 5: The United States in Transition: 1960 to 1980 (5 weeks)

**Standard 6.1 (Social Studies)**

### 6.1 U.S. History: America in the World:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### Big Ideas:
The supposed consensus of the 1950s disappeared as various groups advocated for increased social, political, and economic equality. The inability of the U.S. to clearly win the Vietnam War added to the general discontent. The assassinations of John F. Kennedy, Martin Luther King Jr., Robert F. Kennedy, Malcolm X, Medgar Evers, and others reflected societal struggles. Watergate and other scandals increased popular disillusionment with the government.

### Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

1. To what extent did citizens and groups participate effectively in the democratic process in the 1960s and 1970s?

2. How did the formal and informal relationship of the U.S. to other nations change in the 1960s and 1970s?

3. How can a society as diverse as the U.S. fairly balance majority rule with minority rights?

4. Are there limits to government activity in the economy? Society? If so, how are these determined?

### Enduring Understandings

**What will students understand about the big ideas?**

Students will understand that...

1. The U.S. moved towards a more complete democracy as African-Americans were able to actively participate. Other groups, such as women, homosexuals, et al., demanded and sometimes received legal rights.


3. Students will again discuss this issue, which applies to many historical eras as well as our current society.

4. Students will discuss the impact of Johnson’s Great Society as well as Nixon’s policies. This is an issue without an answer.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Kennedy Administration</strong></td>
</tr>
<tr>
<td><strong>B. Johnson Administration</strong></td>
</tr>
<tr>
<td><strong>C. Civil Rights</strong></td>
</tr>
<tr>
<td><strong>D. Vietnam</strong></td>
</tr>
</tbody>
</table>

### Examples, Outcomes, Assessments

- 6.1.12.C.12.a
- 6.1.12.C.12.b
- 6.1.12.C.12.c
- 6.1.12.C.12.d
6.1.12.D.12.c Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

6.1.12.A.13.b
6.1.12.A.13.c
6.1.12.B.13.a
6.1.12.B.13.b
6.1.12.C.13.a
6.1.12.C.13.c
6.1.12.D.13.a
6.1.12.D.13.b
6.1.12.D.13.c
6.1.12.D.13.f
6.1.12.A.14.a
6.1.12.A.14.b
6.1.12.B.14.c
6.1.12.C.14.c
6.1.12.D.14.a
6.1.12.D.14.b
6.1.12.D.14.c
6.1.12.D.14.f
6.1.12.A.15.b
6.1.12.A.15.c
6.1.12.A.15.d
6.1.12.A.15.e
6.1.12.A.15.f
6.1.12.B.15.a
6.1.12.C.15.a
6.1.12.C.15.b
6.1.12.D.15.b
6.1.12.D.15.c

**Objectives:**

Upon completion of the unit, students will be able to:

5.1 identify, explain, and analyze the key developments in the battle for racial equality (review 1940s and 1950s),

E. Nixon’s and Ford’s Administrations

F. A Changing American Society

Sample Resources and Assessments:

Primary source documents regarding the Cuban Missile Crisis and video segment from “The Fog of War.”

Primary source readings and documentary footage of the Newark riots.

**CCS #7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**

Primary source readings and analysis of the Kent State Shootings.

Role play / debate on causes of the urban riots of the late 1960s.

Discussion and analysis of the impact of the Vietnam War on the United States.

AP style multiple-choice and essay questions.

past FRQ and DBQ essay topics:

2005 Analyze the extent to which TWO of the following transformed American society in the 1960s and 1970s. The Civil Rights movement The antiwar movement The women’s movement.

2007 B In what ways did the administration of President Lyndon B. Johnson respond to the political, social, and economic problems of the United States? Assess the effectiveness of these responses.

**CCS #1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning**
<table>
<thead>
<tr>
<th>Topic</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>examine the factors responsible for gains made in the 1960s and 1970s;</td>
</tr>
<tr>
<td>5.2</td>
<td>explain the consequences of key Supreme Court decisions and Congressional legislation with regard to civil rights;</td>
</tr>
<tr>
<td>5.3</td>
<td>identify the factors which were important in the election of 1960;</td>
</tr>
<tr>
<td>5.4</td>
<td>identify and evaluate Kennedy’s actions in handling two of the major foreign policy crises of his presidency - the Bay of Pigs and the Cuban Missile Crisis;</td>
</tr>
<tr>
<td>5.5</td>
<td>evaluate the domestic policies of the Kennedy and Johnson administrations for their attempts to deal with poverty and urban issues;</td>
</tr>
<tr>
<td>5.6</td>
<td>identify, explain, analyze, and evaluate the reasons for and events of United States involvement in Southeast Asia, 1946-1973;</td>
</tr>
<tr>
<td>5.7</td>
<td>explain the process by which the United States withdrew from Southeast Asia;</td>
</tr>
<tr>
<td>5.8</td>
<td>explain and analyze key Cold War confrontations of the 1960s in Asia, Latin America, and Europe;</td>
</tr>
<tr>
<td>5.9</td>
<td>evaluate reasons for the rise of the antiwar movement and the counterculture;</td>
</tr>
<tr>
<td>5.10</td>
<td>analyze the election of 1968 in regards to the role of the “Silent Majority” compared to the actions of the antiwar movement and the counterculture;</td>
</tr>
<tr>
<td>5.11</td>
<td>evaluate Nixon’s foreign policy, consider the role of Kissinger and the use of détente;</td>
</tr>
</tbody>
</table>

and relevant and sufficient evidence.

DBQ 2008  Analyze the ways in which the Vietnam War heightened social, political, and economic tensions in the United States. Focus your answer on the period 1964 to 1975.

DBQ 2011  Analyze the international and domestic challenges the U.S. faced between 1968 and 1974, and evaluate how President Nixon’s administration responded to these challenges.

CCS #2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Instructional Strategies:  
  Interdisciplinary Connections: use of *The Things They Carried* read in English class.

  Media Literacy Integration: use of documentaries and discussion of the power of editing.
5.12 identify how historians are “revising” Nixon’s reputation;

5.13 explain the Watergate scandal and analyze its effect on America's faith in its government;

5.14 identify and evaluate the impact of the media on politics and society in the 1960s and 1970s;

5.15 analyze the concept of the “Imperial Presidency” and evaluate the balance of power between the three branches in the early 1970s;

5.16 analyze and evaluate the interaction and interdependence of different ethnic and socioeconomic groups since the 1950's and assess the status of individuals and groups contributing to the larger civil rights movement (African-American, Hispanic, women, gay/lesbian, disabled, etc.);

5.17 identify and explain the reasons for and the nature of the women's movement;

5.18 analyze the impact of the Women’s Movement, including the formation of the National Organization for Women (NOW), and the passage of Title IX;

5.19 explain and analyze how a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending, and other policies to help restore economic health, focusing on the efforts of President Nixon;

5.20 analyze and evaluate the disparities between the ideal and reality in American

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21st Century Skills:
Critical Thinking and Problem Solving and Media Literacy: analyze various sources on Kent State and consider “what really happened.”

21st Century Themes:
Financial, Economic, Business, and Entrepreneurial Literacy: consider the role of the federal government and the Federal Reserve in influencing inflation.

Civic Literacy: discuss the role of citizens and the media in checking the power of politicians.

S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

### Unit 6: Closing the 20th Century (2 weeks)

<table>
<thead>
<tr>
<th>Standard</th>
<th>6.1 (Social Studies)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 U.S. History: America in the World:</strong></td>
<td>All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</td>
</tr>
</tbody>
</table>

**Big Ideas:** The United States has to adapt to changes in international power with the rise of China and the fall of the Soviet Union. Society and the economy also attempt to respond to the changes that have been created. There is a conservative reaction to these changes symbolized by Reagan’s presidency.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>What provocative questions will foster inquiry, understanding, and transfer of learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Questions:</strong></td>
<td></td>
</tr>
<tr>
<td>1. How have basic values and principles of American democracy changed or been preserved?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>2. How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?</td>
<td>1. More citizens have the right to vote and increased legal equality. Yet, citizens are less likely to participate in their government.</td>
</tr>
<tr>
<td>3. What is the formal and informal relationship of the U.S. to other nations?</td>
<td>2. This issue has been discussed in previous units and there is no simple answer. It is an important question.</td>
</tr>
<tr>
<td>4. How “free” should national and international trade be?</td>
<td>3. The United States spent decades trying to contain communism. Then in the 1990s the U.S. had to adapt to a multi-lateral world. The 9/11 attack changed the focus of U.S. foreign policy.</td>
</tr>
<tr>
<td>4. Reaganomics attempted to improve the economy by decreasing government regulation. Critics feared that NAFTA would have a negative impact on the U.S. economy. Students will evaluate the impact of “free” trade and make informed conclusions.</td>
<td></td>
</tr>
<tr>
<td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</td>
<td>Examples, Outcomes, Assessments</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Students will:</td>
<td>Instructional Focus:</td>
</tr>
<tr>
<td>6.1.12.C.9.a</td>
<td>A. Carter</td>
</tr>
<tr>
<td>6.1.12.C.9.c</td>
<td>C. Society and Change in the 1980s</td>
</tr>
<tr>
<td>Explain the interdependence of various parts of a market economy.</td>
<td>D. Clinton</td>
</tr>
<tr>
<td>6.1.12.A.10.c</td>
<td>E. Bush II</td>
</tr>
<tr>
<td>Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</td>
<td></td>
</tr>
<tr>
<td>6.1.12.A.14.a</td>
<td>Sample Resources and Assessments:</td>
</tr>
<tr>
<td>6.1.12.A.14.b</td>
<td>Primary sources from President Reagan,</td>
</tr>
<tr>
<td>6.1.12.A.14.c</td>
<td>Jerry Falwell, and other leaders of the “New Right”</td>
</tr>
<tr>
<td>6.1.12.A.14.e</td>
<td>(note that students will also be reviewing material from U.S. I in preparation for the AP exam.)</td>
</tr>
<tr>
<td>6.1.12.A.14.h</td>
<td>past FRO and DBQ essay topics:</td>
</tr>
<tr>
<td>6.1.12.A.15.a</td>
<td>Culturally Responsive Teaching:</td>
</tr>
<tr>
<td>6.1.12.A.15.c</td>
<td>Compare and contrast the responses of Americans to immigration in these periods.</td>
</tr>
<tr>
<td>6.1.12.A.15.e</td>
<td>2007 “Landslide presidential victories do not ensure continued political effectiveness or legislative success.” Assess the validity of this statement by comparing TWO of the following presidential administrations.</td>
</tr>
<tr>
<td>6.1.12.D.15.a</td>
<td>CCS #8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is</td>
</tr>
<tr>
<td>6.1.12.D.15.b</td>
<td></td>
</tr>
<tr>
<td>6.1.12.D.15.c</td>
<td></td>
</tr>
<tr>
<td>6.1.12.D.15.d</td>
<td></td>
</tr>
</tbody>
</table>
6.5 assess the major domestic problems and challenges that confronted the Reagan administration during the 1980s such as taxes, balance of trade issues, and defense spending;

6.6 evaluate competing ideas about the purpose of the national versus the state governments and how they have changed over time focusing on Reagan’s administration;

6.7 analyze the major foreign policy issues that the U.S. faced during the 1980s in the Soviet Union, Central America, the Middle East, and Africa;

6.8 explain, analyze and evaluate the changing social climate of the 1980s to include urban issues, progress for women and minorities, space exploration, health and educational issues, and the environment;

6.9 analyze and evaluate reasons for the fall of the Soviet Union and how the end of the Cold War affected the United States;

6.10 analyze the changes in U.S. foreign policy after the fall of the Soviet Union and the transition to a multilateral world;

6.11 explain and analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved including the impeachment of President Clinton and the claims of Executive Privilege by President G.W. Bush;

6.12 analyze and evaluate foreign policy valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Culturally Responsive Teaching: 2010 Explain the causes and consequences of TWO of the following population movements in the United States during the period 1945-1985. Suburbanization the growth of the Sun Belt immigration to the U.S.

CCS #1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Instructional Strategies: Global Perspectives: examine changing views of the United States after the Cold War and leading to the 9/11 attacks.
actions and positions, including the struggle against terrorism and the Iraq War;

| 6.13 | summarize and evaluate demographic changes at the end of the 20th century: surge of immigration, Sunbelt migration, and the graying of America; |

| 6.14 | explain and analyze the economic and social impact of revolutions in biotechnology, mass communication, and computers; |

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

| 21st Century Skills: |
| Critical Thinking and Problem Solving: examine issues such as terrorism and consider potential solutions. |
| Media Literacy: evaluate the role of the media in the Clinton administration scandals. |

| 21st Century Themes: |
| Financial, Economic, Business, and Entrepreneurial Literacy: evaluate the impact of government regulation and free trade (NAFTA) on the U.S. economy. |
| S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) |

Note: Research project due in third quarter meets CCS #7, #8, and #9 for “Research to Build and Present Knowledge” as well as CCS #1 and #2 for “Text Types and Purposes.”
Unit 7: Challenges and Opportunities in the 21st Century

<table>
<thead>
<tr>
<th>Standard 6.3 (Social Studies)</th>
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</thead>
<tbody>
<tr>
<td><strong>6.3 Active Citizenship in the 21st Century:</strong> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</td>
</tr>
</tbody>
</table>

**Big Ideas:** *Course Objectives / Content Statement(s)*
After the AP exam students will do short research projects, focusing on oral history and on current events.

One key objective is to cultivate an understanding of the global role of active citizenship in the 21st century.

Students will also “fill in the gaps” created by the rapid pace of the AP curriculum by focusing more on interdisciplinary projects presented in a variety of media.

**Essential Questions**
*What provocative questions will foster inquiry, understanding, and transfer of learning?*

**Enduring Understandings**
*What will students understand about the big ideas?*

1. **What is an active ‘global’ citizen in the 21st century?**

   Students will understand that…

   An active ‘global’ citizen in the 21st century is one who:
   - Determines the credibility and value of information while considering context, point of view and multiple perspectives
   - Analyzes sources of prejudice and discrimination and proposes solutions to eliminate them
   - Collaboratively evaluates possible solutions in problems and conflicts that arise in an interconnected world
   - Critically analyzes information and make ethical judgments to responsibly address controversial issues
   - Communicates through rational and persuasive written and oral arguments to present solutions to controversial issues
   - Makes informed and reasoned decisions and accepts responsibility for the consequences of his/her action and/or inactions
   - Takes action that will result in a more just and equitable society

(NJCCS – 2009)
<table>
<thead>
<tr>
<th>Students will:</th>
<th>Instructional Focus:</th>
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</thead>
<tbody>
<tr>
<td><strong>NJCCS:</strong> (2009)</td>
<td><strong>A. Interdependence and Development</strong></td>
</tr>
<tr>
<td>6.1.12.D.15.b</td>
<td><strong>C. Local, State, and National Politics</strong></td>
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<tr>
<td>6.1.12.D.15.c</td>
<td></td>
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<tr>
<td>6.1.12.D.15.d</td>
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<tr>
<td><strong>An active citizen in the 21st century</strong></td>
<td></td>
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<tr>
<td>6.3.A.12.1</td>
<td></td>
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<td>6.3.A.12.2</td>
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<tr>
<td>6.3.C.12.1</td>
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<tr>
<td>6.3.D.12.1</td>
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<thead>
<tr>
<th>Conceptual Objectives:</th>
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<tr>
<td>• Develop a personal definition of what an active citizen in the 21st century is.</td>
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<table>
<thead>
<tr>
<th>Upon completion of the unit, students will be able to:</th>
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<tbody>
<tr>
<td>7.1 identify and predict population trends within the U.S. and the world;</td>
</tr>
<tr>
<td>7.2 interpret the impact of population trends on the world's natural resources and its ability to sustain a growing population;</td>
</tr>
<tr>
<td>7.3 explain the impact of immigration on the ethnic and racial diversity of the American population using New Jersey as an example;</td>
</tr>
<tr>
<td>7.4 identify the production and consumption of natural resources such as fossil fuels and timber throughout the world;</td>
</tr>
<tr>
<td>7.5 evaluate the consequences to the environment of human &quot;progress&quot; including industrialization and technological innovation;</td>
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<tr>
<td>7.6 define basic terms associated with international trade such as imports,</td>
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<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
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<tbody>
<tr>
<td><strong>Culturally Responsive Teaching:</strong></td>
</tr>
<tr>
<td>Interdisciplinary Connections: students will incorporate music, art, and literature into a study of social history.</td>
</tr>
<tr>
<td><strong>Technology Integration:</strong> students may use audio and video technology to present various projects.</td>
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<tr>
<th>Sample Resources and Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral History assignment regarding elections past and present.</td>
</tr>
<tr>
<td><strong>CCS #3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</strong></td>
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<tr>
<th>Research on current local, state, and national issues and elections.</th>
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<tr>
<td><strong>CCS #4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</strong></td>
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| There are no past FRQ and DBQ essays on these topics (also this unit is taught after students have taken the exam). |


| 7.7 | analyze the increasing role of economic interdependence resulting from increasing levels of trade and human migration among the U.S. and other nations; |
| 7.8 | identify the methods available to the US in aiding and influencing other nations: foreign aid, loans, private investment, trade, arms sales, and military intervention; |
| 7.9 | analyze the role of human rights in defining the United States' relations with other nations; |
| 7.10 | identify current and potential regional and global conflicts including the issues of terrorism and the proliferation of nuclear weapons (brief case study such as India-Pakistan, Korean Peninsula, China-Taiwan, etc.); |
| 7.11 | evaluate ways that national political parties influence the development of public policies and political platforms; |
| 7.12 | analyze how public opinion is measured and used in public debate and how the government and the media can influence public opinion; |
| 7.13 | debate current issues and controversies involving the central ideas of the American constitutional system; including the Electoral College and limits on governmental power; |
| 7.14 | compare key past and present United States foreign policy actions and evaluate their consequences; consider |
the transition to multilateralism;

<table>
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<tr>
<th>7.15</th>
<th>evaluate the challenges of the 21st century, including technological growth, economic imbalance and social inequalities around the world;</th>
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<tbody>
<tr>
<td>7.16</td>
<td>explain, analyze and evaluate major contemporary social issues, such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and more.</td>
</tr>
</tbody>
</table>

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

<table>
<thead>
<tr>
<th>21st Century Skills:</th>
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<tbody>
<tr>
<td>Creativity and Innovation: students will utilize a variety of media to present projects.</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving: students will analyze key issues in current events.</td>
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<tr>
<td>Communication and Collaboration: students will discuss current events and share knowledge.</td>
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<tr>
<td>Media Literacy: practice evaluation of websites in researching current events.</td>
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<tr>
<td>Life and Career Skills: students will practice discussing issues calmly and respectfully.</td>
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<thead>
<tr>
<th>21st Century Themes</th>
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<tbody>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy: students will discuss current economic issues.</td>
</tr>
<tr>
<td>Civic Literacy: students will become more informed citizens.</td>
</tr>
<tr>
<td>Health Literacy: students will become more aware of current health issues.</td>
</tr>
<tr>
<td>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</td>
</tr>
</tbody>
</table>
Course Themes and Suggested Content:

Identity:
- Assess the impact of Manifest Destiny, territorial expansion, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century.
- Who is an “American”? - “Old” vs “New” immigrants
- Conflict between urban and rural cultures.

Work, Exchange, and Technology:
- Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the Populist movement.
- Changes in farming and ranching techniques;
- Factory work and urbanization; the role of unions

Peopling:
- Influx of “New” immigrants from southern and eastern Europe as well as Asia.
- Analyze the causes and effects of major internal migration patterns such as urbanization and the westward movement.
- Native American response to continuing expansion.
- 1887 Dawes Severalty Act.

Ideas, Beliefs, and Culture:
- Turner’s Frontier Thesis
- Horatio Alger
- John Dewey and Pragmatism
- Morrill Act of 1862 and Hatch Act of 1887
- The Comstock Laws
- Women’s suffrage movement: Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, et al.
- Ida B. Wells
- City Beautiful Movement
- 1893 Chicago World’s Columbian Exposition
- Settlement Houses, Jane Addams

America in the World:
- Anti-immigration laws: 1882 Chinese Exclusion Act

Environment/Geography:
- Changes created by mining, ranching and sod busting.
- Long Drive, barbed wire
- Urbanization: dumbbell tenements

Politics and Power:
- Rise of political machines.
- Farmers revolt: the Grange, Farmers Alliance, 1894 Coxey’s Army, and the Populist party.

Essential Questions:
1. How does immigration impact American society?
2. What factors promote democracy? What factors are toxic for democracy?
3. Why was there political and social conflict between urban and rural areas?

Unit Objectives and Standards:
6b.1. Assess the impact of rapid urbanization on the environment and on the quality of life in cities; 6.1.12.B.5.b

6b.2. Develop a descriptive definition of urbanization in the early 1900s and explain and analyze how its key elements led to calls for political, economic and social reforms; 6.1.12.A.5.a

6b.3. Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness. 6.1.12.B.4b

6b.4. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. 6.1.12.A.5.c

6b.5. Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States. 6.1.12.A.5.d

6b.6. Analyze ways that philosophical, educational, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries; 6.1.12.D.5.c

6b.7. Explain how and why major party systems and political alignments arose and have changed from Reconstruction through the end of the 19th century.

6b.8. Compare and contrast economic development of the North, South, and West in the post-Civil War period. 6.1.12.C.4.b
Sample Assessments:

1. Careful analysis and comparison of several key primary and secondary sources including the Chinese Exclusion Act, the photography of Jacob Riis and Lewis Hine, the Homestead Act.

2. Summative Evaluation (Unit Test) to include AP style multiple choice questions and short answer writing prompts.

Past FRQ and DBQ essay topics:

007  "Analyze the ways in which technology, government policy, and economic conditions changed American agriculture in the period 1865-1900. In your answer be sure to evaluate farmers’ responses to these changes."

008 B  "For the years 1880 to 1925, analyze both the tensions surrounding the issue of immigration and the United States government’s response to these tensions."

000  “How successful was organized labor in improving the position of workers in the period from 1875 to 1900? Analyze the factors that contributed to the level of success achieved.”

CCS #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCS #4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Course Themes and Suggested Content:

Identity:
- who is a U.S. citizen? (Insular Cases)
- the U.S. as a world power (Manifest Destiny)

Work, Exchange, and Technology:
- Panama Canal
- Imperialism motivated by need for markets.

Peopling:
- immigration from Puerto Rico and the Philippines.

Deeds, Beliefs, and Culture:
- Imperialists vs. anti-Imperialists
- self-determination
- Social Darwinism
- Yellow Journalism

America in the World:
- Great Rapprochement with Britain.
- Spanish-American-Cuban-Filipino War 1898
- Roosevelt Corollary and the Panama Canal
- Open Door Policy

Environment/Geography:
- impact of expansion on Hawaii et al.
- impact of Panama Canal
- farm expansion and techniques that will create Dust Bowl.

Politics and Power:
- Mahan and the development of the U.S. Navy

Unit Objectives and Standards continued:

Unit Objectives and Standards:

6.1.12.A.7.a
analyze the causes of the "New" Manifest Destiny that developed in the United States in the 1880s and 1890s, identifying relationship to Monroe Doctrine and isolationism; 6.1.12.B.6.a

6.1.12.A.7.b
explain, analyze and evaluate American imperialistic ambitions in Hawaii, Samoa, and China; 6.1.12.B.7.a

6.1.12.A.7.c
analyze the long and short term causes of the war with Spain and the creation of an imperial administration in new U.S. territories; 6.1.12.A.3.a

6.1.12.A.7.d
compare the United States "Big Stick" diplomacy in Latin America and the development of "Dollar Diplomacy" and "Moral Diplomacy";

6.1.12.A.7.e
identify and explain the concept of neutrality and evaluate its application to United States foreign policy decisions 1914-1917; 6.1.12.A.7.a

6.1.12.A.7.f
explain, analyze and evaluate the causes of World War I in Europe, the causes of United States entry into the war, the mobilization efforts and military contribution of the United States war effort to the Allied Powers; 6.1.12.A.7.a

6.1.12.A.7.g
analyze the effects of modern war on both soldiers and civilians; 6.1.12.A.7.b and 6.1.12.C.7.b

Unit Objectives and Standards continued:


7a.9 evaluate the political and economic impact of imperialism on the United States. 6.1.12.B.6.a

7a.10 discuss the rise of the Progressive movement and be able to show the relationship between Progressivism and the Populist Movement. Compare late 19th century muckraking and progressivism to late 20th century efforts; 6.1.12.A.6.a

7a.11 analyze the major changes demanded by the Progressives in the political and social systems of the United States at the city, state, and federal levels, using New Jersey and Woodrow Wilson as an example; 6.1.12.A.6.a

7a.12 evaluate the changes which took place in the relationship between government and business through antitrust legislation; 6.1.12.A.5.b

7a.13 compare the roles of Presidents Roosevelt, Taft, and Wilson in bringing about Progressive reform, using the election of 1912 to demonstrate different approaches to reform;

7a.14 trace the steps in the fight for women's suffrage including the efforts of the AWSA/NWSA; 6.1.12.D.6.c

7a.15 evaluate the success of African-Americans (NAACP), Native-Americans (Chief Sitting Bull/Wounded Knee), labor organizations (such as the AFL/CIO), and women (WCTU) in addressing the problems they faced during the Progressive Era and assess how and why Progressivism had limitations; 6.1.12.A.5.c

7a.16 explain and analyze the continuing growth of labor through the AFL/CIO and other labor organizations; 6.1.12.C.6.a

7a.17 identify, explain, and evaluate key intellectual and cultural movements; e.g., Social Darwinism and the Social Gospel; as well as changes in popular entertainment.

7a.18 evaluate the working conditions in the Paterson silk mills and explain how they led to the strike of 1913; 6.1.12.D.6.a

Essential Questions:

1. What influence did business interests have on U.S. expansion?

2. To what extent was the role of the U.S. in world affairs altered by imperialism and World War I?

3. How did the definition of “citizen” and the rights of a citizen cause conflict during imperialism?

4. Technology is often considered a sign of progress, to what extent were notions of “progress” challenged by the experience of World War One?

5. To what extent did the Progressives’ attempt to preserve both individual rights and the common good create inherent conflicts and tensions?

6. To what extent did the roles and responsibilities of U.S. citizens change during the Progressive era? If so, how and why?
Unit 7b Prosperity, Depression, and Total War, 1920-1945

Course Themes and Suggested Content:

Identity:
- melting pot versus cultural pluralism.
- Harlem Renaissance

Work, Exchange, and Technology:
- the assembly line, standardized parts, rise of the automobile.
- new technology: radio, film, airplane travel.
- the Great Depression
- Stock Market Crash, Bank Holiday, creation of FDIC and SEC.
- creation of Social Security.
- World War II: role of unions, rationing, women in the work force

Peopling:
- Okies and other migrations during the Great Depression.
- Anti-immigration movement: Quota Acts, etc.
- bracero program

Ideas, Beliefs, and Culture:
- the “Lost Generation” of writers.
- rise of the “New Negro”
- failure of Prohibition
- cultural conflicts: Scopes, KKK, etc.
- African-American mobilization: proposed March on Washington leads to Executive Order 8802

America in the World:
- Washington Naval Conference: 4.5, and 9 Power Treaties
- reactions to Fascism: Spanish Civil War.
- isolationism: Nye Hearings, “America First”
- reactions to Japanese expansion in 1930s: embargoes.
- Good Neighbor Policy
- World War II

Environment/Geography:
- Dust Bowl
- impact of TVA, CCC, etc.

Politics and Power:
- relationship between big business and government.
- power of the Presidency: the New Deal
- changing voting blocs – establishment of “Solid South”

Objectives and Standards:

7b.5 analyze the conflict between urban and rural cultures in the 1920s; 6.1.12.D.8.b
7b.6 describe and evaluate the various experimental movements (such as Modernism) in American literature, art and music during the 1920s; 6.1.12.C.8.b
7b.7 explain and analyze the philosophy and programs of the Republican administrations of the 1920’s in both domestic and foreign policy; 6.1.12.C.9.a
7b.8 evaluate the causes of the Great Depression and describe the efforts of the Hoover Administration to deal with it; 6.1.12.C.9.a and 6.1.12.C.9.d
7b.9 evaluate the impact of New Deal programs and World War II on presidential power, the role of government and the economy; 6.1.12.A.10.a
7b.10 identify and evaluate the arguments of the people (critics from the Right and the Left) and events challenging the New Deal in the mid-to-late 1930s; 6.1.12.C.10.b
7b.11 describe the hardships that the average American endured during the Great Depression, using the conditions in urban and rural New Jersey as examples of conditions in the nation; 6.1.12.D.10.d
7b.12 explain, analyze, and evaluate the impact of the Great Depression and the New Deal era on African Americans, Native Americans, Mexican Americans and women and the responses of these groups to the obstacles they faced; 6.1.12.D.9.b
7b.13 identify and explain the key foreign policy developments of the interwar period; focusing on attempts at neutrality; 6.1.12.A.11.b
7b.14 explain and analyze the rise of fascism and militarism in Japan, Italy, and Germany; 6.1.12.D.7.C
7b.15 analyze and describe the ways in which the United States fought a global war in Europe, the Mediterranean, and in the Pacific;
7b.16 evaluate the impact of World War II on the homefront; focusing on women, the family, and minorities; 6.1.12.C.11.c
7b.17 compare the impact of World War II on civil liberties (Japanese internment) with the limitations imposed during World War I; 6.1.12.A.11.c
7b.18 identify and explain migrations within the United States during the Great Depression and World War II;
7b.19 analyze changes in the power and popularity of labor unions from the 1920s through World War II; 6.1.12.C.11.a
7b.20 explain, analyze, and evaluate key wartime diplomatic aims and key issues discussed at wartime conferences; 6.1.12.D.11.a
7b.21 evaluate the U.S. reaction to the Holocaust during and after World War II; 6.1.12.A.11.c and 6.1.12.D.11.c

Essential Questions:

1. What is the formal and informal relationship of the U.S. to other nations during the 1920s and 1930s?

2. As a nation of immigrants, how should immigration best be regulated? Did the government or popular response change from the 1920s through World War II?

3. To what extent can individuals and groups work to combat instances of prejudice, cruelty and discrimination? Focus on the issues raised by the Holocaust.

4. How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? Focus on the treatment of Japanese-Americans, African-Americans, and Mexican Americans.

5. To what extent were the values and principles of American economy and democratic process changed during the New Deal?
Sample Assessments:

1. Careful analysis and comparison of several key primary, secondary sources and literature including readings and recent analyses regarding women in the 1920s and the Harlem Renaissance;

2. Role play on the 1920s (History Alive activity 1.2).

3. Careful analysis and comparison of several key primary and secondary sources including readings and recent analyses regarding New Jersey in the Great Depression and New Deal.

CCS #4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text e.g., how Madison defines faction in Federalist No. 10).

4. Summative Evaluation (Unit Test) to include AP style multiple choice questions and essay questions.

Past FRQ and DBQ essay topics:

999 In what ways did economic conditions and developments in the arts and entertainment help create the reputation of the 920s as the Roaring Twenties?

001 Describe and account for the rise of nativism in U.S. society from 1900 to 1930.

998 To what extent and why did the United States adopt an isolationist policy in the 1920s and 1930s?

006 B How did TWO of the following help shape American national culture in the 1920s?

- Advertising
- Entertainment
- Mass production

CCS #7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DBQ 2003 Analyze the responses of Franklin D. Roosevelt’s administration to the problems of the Great Depression. How effective were these responses? How did the change the role of the federal government?

DBQ 2004 B How and for what reasons did United States foreign policy change between 1920 and 1941?
Sample Assessments:

1. Careful analysis and comparison of several key primary, secondary sources and literature including readings and recent analyses regarding women in the 1920s and the Harlem Renaissance;

2. Role play on the 1920s (History Alive activity 1.2).

3. Careful analysis and comparison of several key primary and secondary sources including readings and recent analyses regarding New Jersey in the Great Depression and New Deal.

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## Unit 8a the U.S. as a Global Power: Foreign Policy & Domestic Issues: 1945-1960

### Course Themes and Suggested Content:

**Identity:**
- “Generation gap”
- Civil Rights movement
- Black Power movement

**Work, Exchange, and Technology:**
- Post-war Prosperity and exceptions
- Role of Unions
- Impact of Federal Highway Act of 1956
- Sputnik and creation of NDEA.

**Peopling:**
- Operation Wetback

**Ideas, Beliefs, and Culture:**
- Rise of Civil Rights movement: Brown v Board of Education, Montgomery Bus Boycott, Little Rock, etc.
- McCarthyism
- 1950s: a time of conformity or rebellion?
- The Peace Corps

**America in the World:**
- Yalta Conference and the development of the Cold War.
- Truman Doctrine, Marshall Plan, and containment.
- International involvement: NATO, IMF, World Bank, etc.
- Korean War
- Eisenhower Doctrine

**Environment/Geography:**
- Growth of the suburbs
- Use of DDT and other pollutants.

**Politics and Power:**
- Truman’s Fair Deal
- Dynamic conservatism.

### Unit Objectives and Standards:

**a.1** explain and analyze the problems of the Post World War II period and evaluate in those problems the roots of the "Cold War," analyzing 1945-1950 policies and actions of the US (Truman Doctrine, formation of NATO, Berlin Airlift, etc.);
6.1.12.A.12.a

**a.2** describe the causes of, and participation in, the Korean War, and evaluate the consequences of participation in a limited war;
6.1.12.A.12.a

**a.3** explain, analyze, and evaluate the effectiveness of the policy of containment as used by the Truman Administration;
6.1.12.B.12.a

**a.4** identify and evaluate the major points of the Taft-Hartley Act and explain how its purpose was to restrict the power of the unions;
6.1.12.C.12.d

### Essential Questions:

1. The U.S. feared the expansion of communism and Soviet influence while the Soviets felt threatened by U.S. actions (the Marshall Plan) and lack of action (delayed second front). Students will discuss and consider the importance of understanding perspective.

2. Although the 1950s are considered a time of conformity, there were "rebels" of various types from teen rockers to Betty Friedan to the growing Civil Rights movement. Economic prosperity could not protect the U.S. against the fear of communism.
Sample Assessments:

1. Careful analysis and comparison of several key primary and secondary sources including readings on Little Rock from students Little Rock 9) and President Eisenhower, plus documentary footage from the series “Eyes on the Prize”

CS #8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

2. Careful analysis and comparison of several key primary and secondary sources including readings and recent analyses regarding McCarthyism.

3. Careful analysis and comparison of several key primary and secondary sources including readings and recent analyses regarding the Truman Doctrine, the Marshall Plan, Kennan’s explanation of containment etc.

CS #4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

4. Summative Evaluation (Unit Test) to include AP style multiple choice questions and essay questions.

Past FRQ and DBQ essay topics:

006 While the United States appeared to be dominated by consensus and conformity in the 1950s, some Americans reacted against the status quo.

- Analyze the critiques of American society made by TWO of the following.
  - Youth
  - Civil Rights Activists
  - Intellectuals

003 Compare and contrast United States society in the 1920s and 1950s with respect to TWO of the following:

- race relations
- role of women
- consumerism

005 B Analyze the ways in which TWO of the following contributed to the changes in women’s lives in the United States in the mid-twentieth century.

- Wars
- Literature and/or popular culture
- Medical and/or technological advances

CS #9. Draw evidence from literary or informational texts to support analysis, reflection, and research.


010B Analyze the effects of the Vietnam War on TWO of the following in the United States in the period from 1961 to 1975.

- The presidency
- Those between 18 and 35
- Cold War diplomacy

012 Compare and contrast the Cold War foreign policies of TWO of the following presidents.

- Harry Truman (1945–1953)
- Dwight Eisenhower (1953–1961)

DBQ 2001 What were the Cold War fears of the American people in the aftermath of the Second World War? How successfully did the administration of President Eisenhower address these fears?

DBQ 2006 B Analyze developments from 1941 to 1949 that increased suspicion and tension between the United States and the Soviet Union.
Unit 8b The United States in Transition: 1960 to 1980

Course Themes and Suggested Content:

Identity:
- “Generation gap”
- Civil Rights movement
- Black Power movement

Work, Exchange, and Technology:
- recession, stagflation, deindustrialization, “misery index”, “Rustbelt”
- establishment of OHSA

O copeing:
- Feminism: NOW, Title IX, and the ERA.
- rise of “minority” groups – Hispanics.

Deas, Beliefs, and Culture:
- Silent Majority vs. Counter-Culture
- Credibility gap
- the Warren Court
- Affirmative Action debate
- Conservative Backlash – Phyllis Schafly, et al.
- Peace Corps

Ameica in the World:
- the U.S. in Vietnam from Strategic Hamlet to fall of Saigon.
- conflict with Cuba from Bay of Pigs & Cuban Missile Crisis to Mariel Boat lift (1980).
- Detente with PRC and USSR
- Helsinki Accords
- Israel: Six Day War to Camp David Accords

Environment/Geography:
- impact of Rachel Carson’s “Silent Spring”
- establishment of Earth Day, the EPA,
- Love Canal, Superfund, Three Mile Island

Politics and Power:
- Watergate, the War Powers Act and the end of the Imperial Presidency.
- African-American Civil Rights movement: Civil Rights Act of 1964, Freedom Summer, etc.
- Johnson’s War on Poverty
- Civil rights for all minorities: Stonewall movement, AIM, Cesar Chavez.

Unit Objectives and Standards cont.

8b.5 identify, explain, and evaluate the reasons for and events of United States involvement in Southeast Asia, 1946-1975; 6.1.12.A.15.f

8b.6 explain and analyze key Cold War confrontations of the 1960s in Asia, Latin America, and Europe; 6.1.12.D.12.a

8b.7 evaluate reasons for the rise of the antiwar movement and the counterculture; 6.1.12.D.12.d

8b.8 analyze the election of 1968 in regards to the role of the “Silent Majority” compared to the actions of the antiwar movement and the counterculture; 6.1.12.D.13.d

8b.9 evaluate Nixon’s foreign policy, consider the role of Kissinger and the use of détente; 6.1.12.A.15.c

8b.10 identify how historians are “revising” Nixon’s reputation;

8b.11 explain the Watergate scandal and analyze its effect on America’s faith in its government and the role of the President; 6.1.12.A.14.a

8b.12 identify and evaluate the impact of the media on politics and society in the 1960s and 1970s; 6.1.12.D.12.e

8b.13 analyze and evaluate the interaction and interdependence of different ethnic and socioeconomic groups since the 1950’s and assess the status of individuals and groups contributing to the larger civil rights movement (African-American, Hispanic, women, gay/lesbian, disabled, etc.); 6.1.12.A.13.b and 6.1.12.D.13.c

8b.14 identify and explain the reasons for and the nature of the women’s movement and analyze its impact; 6.1.12.A.13.b

8b.15 explain and analyze how a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending, and other policies to help restore economic health, focusing on the efforts of President Nixon; 6.1.12.C.13.a

8b.16 explain the social and economic successes and failures of the Carter administration; 6.1.12.C.9.c and 6.1.12.A.12.c

8b.17 analyze the major foreign policy issues that confronted Carter and evaluate his approaches/reactions; 6.1.12.A.15.e

Essential Questions:
1. To what extent did citizens and groups participate effectively in the democratic process in the 1960s and 1970s?

2. How did the formal and informal relationship of the U.S. to other nations change in the 1960s and 1970s?

3. How can a society as diverse as the U.S. every fairly balance majority rule with minority rights?

4. Are there limits to government activity in the economy? Society? If so, how are these determined?
Sample Assessments:

1. Careful analysis and comparison of several key primary source documents regarding the Cuban Missile Crisis and video segment “The Fog of War.”

2. Careful analysis and comparison of several key primary source documents and documentary footage of the Newark riots.

3. CCS #7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

4. Careful analysis and comparison of several key primary source documents of the Kent State Shootings.

5. Role play / debate on causes of the urban riots of the late 1960s.

AP style multiple-choice and essay questions.

Past FRQ and DBQ essay topics:

005 Analyze the extent to which TWO of the following transformed American society in the 1960s and 1970s. The Civil Rights movement The antiwar movement The women’s movement.

DBQ 2007 B In what ways did the administration of President Lyndon B. Johnson respond to the political, social, and economic problems of the United States? Assess the effectiveness of these responses.

CCS #1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

DBQ 2008 Analyze the ways in which the Vietnam War heightened social, political, and economic tensions in the United States. Focus your answer on the period 1964 to 1975.

DBQ 2011 Analyze the international and domestic challenges the U.S. faced between 1968 and 1974, and evaluate how President Nixon’s administration responded to these challenges.

CCS #2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Course Themes and Suggested Content:

**Identity:**
- Conservatism
- who is an American? growing Hispanic and other “minority” populations.

**Work, Exchange, and Technology:**
- Reaganomics
- American with Disabilities Act
- NAFTA

**Peopling:**
- impact of AIDS
- unresolved Civil Rights issues: Los Angeles riots, urban poverty.
- rise of the Baby Boomers - AARP

**Ideas, Beliefs, and Culture:**
- Conservative resurgence: “Moral Majority”, etc.
- “Post-Racial” America?

**America in the World:**
- Iran-Contra
- End of the Cold War: Gorbachev, INF Treaty
- Operation Desert Storm
- War on Terror
- is the United States still the “world’s peacekeeper”? - Economic interdependence

**Environment/Geography:**
- impact of deregulation
- global warming

**Politics and Power:**
- Conservative resurgence: Contract with America, deregulation, etc.
- Clinton impeachment
- Supreme Court and election of 2000
- War on Terror, Patriot Act, and loss of civil rights.
- Women in politics: Madeline Albright, Condoleezza Rice, Nancy Pelosi.

**Essential Questions:**
1. How have basic values and principles of American democracy changed or been preserved?
2. How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?
3. What is the formal and informal relationship of the U.S. to other nations?
4. How “free” should national and international trade be?
5. What is an active ‘global’ citizen in the 21st century?

**Unit Objectives and Standards:**

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<tr>
<th>Objective</th>
<th>Description</th>
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<tbody>
<tr>
<td>9.1</td>
<td>explain changes in the American economy: the energy crisis, deindustrialization, increased use of technology, and the rise of a service economy; 6.1.12.C.9.b</td>
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<tr>
<td>9.5</td>
<td>assess the major domestic problems and challenges that confronted the Reagan administration during the 1980s such as taxes, balance of trade issues, and defense spending; 6.1.12.C.9.a and 6.1.12.A.10.c</td>
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Media Literacy Skills

Students will be able to:

- Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.
- Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
- Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
- Determine whose point of view matters
- Determine how one can locate legitimate sources of information
- Analyze varying perspectives on the meaning of historical events.
- Ascertaining credible and questionable sources of information about historical and contemporary events
- Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how the government and the media can influence public opinion.
- Examine ways how citizens and groups participate effectively in the democratic process
- Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.