

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Advanced Placement United States History	Course Number: 3162
Department: Social Studies	Grade(s): 10
Level(s): Advanced Placement	Credit: 1
Course Description A United States history course is required for graduation. The Advanced Placement program in United States History is designed to provide students with analytical skills and factual knowledge necessary to deal critically with the problems and issues in United States history. Students learn to assess historical materials on their relevance to a given interpretive problem, for reliability and importance, and to weigh the evidence and interpretations presented. This course will help students develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.	
Required Instructional Materials <i>The American Pageant</i> , David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey; Houghton Mifflin, 2006	Completion/Revision Date Revisions Approved by Board of Education on November 17, 2008

Mission Statement of the Curriculum Management Team

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

Enduring Understandings for the Course

Students will understand that:

Content

- Diversity has had a significant impact on the roles of race, class, ethnicity, and gender throughout United States history.
- The American national character has been shaped by unique political, economic, and social forces.
- Popular culture and the dimensions of cultural conflict are reflected in American literature, art, philosophy, music, theater, and film.
- Demographic changes in birth, marriage, and death rates, life expectancy, family patterns, and population size and density impact the economic, social, and political development of the United States.

<ul style="list-style-type: none"> • Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
<ul style="list-style-type: none"> • Population growth, industrialization, urban and suburban expansion, and pollution impact the environment.
<ul style="list-style-type: none"> • Globalization is a major force of change for both the United States and the world community.
<ul style="list-style-type: none"> • The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
<ul style="list-style-type: none"> • Reform movements have focused on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.
<ul style="list-style-type: none"> • Ideas are a powerful force in human history.
Skills
<ul style="list-style-type: none"> • Analyzing data is critical for problem solving.
<ul style="list-style-type: none"> • Determining cause and effect relationships is essential.
<ul style="list-style-type: none"> • Assessing historical materials – their relevance to a given interpretive problem, reliability, and importance – is a critical tool of historical scholarship.
<ul style="list-style-type: none"> • Formulating hypotheses based on a variety of data and source materials enhances problem solving.
<ul style="list-style-type: none"> • Communicating clearly and effectively with both the written and spoken word is essential.
<ul style="list-style-type: none"> • Mastering test taking skills is essential to success in the Advanced Placement program.
<ul style="list-style-type: none"> • Using technology is an effective tool for collecting, organizing, and presenting information.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

Students will understand that:

- Analyzing data is critical for problem solving.
- Determining cause and effect relationships is essential.
- Assessing historical materials – their relevance to a given interpretive problem, reliability, and importance – is a critical tool of historical scholarship.
- Formulating hypotheses based on a variety of data and source materials enhances problem solving.
- Communicating clearly and effectively with both the written and spoken word is essential.
- Mastering test taking skills is essential to success in the Advanced Placement program.
- Using technology is an effective tool for collecting, organizing, and presenting information.

ESSENTIAL QUESTION(S)

- How does data contribute to problem solving?
- What is the significance of cause and effect relationships?
- What skills are necessary for mastering the tools of historical scholarship?
- Why is it important to form and test hypotheses?
- How is it determined that information is valid?
- What is essential to communicating clearly and effectively?
- What is the purpose of communication?
- How are testing skills mastered?
- What is the impact of technology on the learning process?

LEARNING OBJECTIVES *The student will:*

- 1.1 Formulate historical questions and hypotheses from multiple perspectives using a variety of sources (e.g., maps, globes, charts and databases)
- 1.2 Use primary and secondary source documents to analyze multiple perspectives
- 1.3 Evaluate information for its credibility and bias
- 1.4 Compose analytical writing pieces for different audiences
- 1.5 Support positions with accurate and relevant information
- 1.6 Utilize technology as a tool for research and communicating information
- 1.7 Debate divergent points of view and critique solutions for conflict situations

INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands

INSTRUCTIONAL STRATEGIES

- Primary source document analysis
- Writing analytical/evaluative essays
- Reading historical interpretations
- Debates
- Counterfactual assignments
- Mediators
- Role-plays and/or simulations
- Newspapers (student-generated)
- Web-based research

ASSESSMENT METHODS

- Exams
- Written essays
- Debate/Critiques

<p>1.8 Connect historical events to contemporary society</p> <p>1.9 Analyze change and continuity over time</p> <p>1.10 Examine interdisciplinary relationships among the arts, literature, science and history</p>	<ul style="list-style-type: none"> • Student presentations • Projects • Participation
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LEARNING STRAND

2.0 Colonial America, the Revolution, and the Constitution

ENDURING UNDERSTANDING(S)

Students will understand that:

- Diversity has had a significant impact on the roles of race, class, ethnicity, and gender throughout United States history.
- The American national character has been shaped by unique political, economic, and social forces.
- Demographic changes in birth, marriage, and death rates, life expectancy, family patterns, and population size and density impact the economic, social, and political development of the United States.
- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- What forces led to the development of a distinct American character?
- Was the primary cause of the American Revolution political or economic?
- Was the American Revolution a liberal or conservative revolution?
- How does the Constitution both expand and limit the power of government?
- How did democracy evolve during the Colonial/Revolutionary period?

LEARNING OBJECTIVES *The student will:*

- 2.1 Analyze how geography influenced the economic, political, social, and cultural development of colonial America.
- 2.2 Examine the factors that led to the development of a distinct American character.
- 2.3 Evaluate the causes of the American Revolution.
- 2.4 Determine whether the results of the American Revolution were liberal or conservative.
- 2.5 Analyze how the Constitution both expands and limits the power of government.
- 2.6 Assess the extent to which democracy defined and formed the basis of early American society.

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 1*, The Center for Learning, 1998
- *Document-Based Questions Project: US History*, Social Studies School Service
- *Out of Our Past*, Carl N. Degler, 3rd edition
- *Preparing for the AP US History Exam*, Amsco
- *Primary Sources in US History: Revolution and Constitution 1763-1791*, The Center for Learning

INSTRUCTIONAL STRATEGIES

- Utilize unit essential questions to encourage critical thinking and discussion
- Formulate a thesis around the question: Was the American Revolution caused primarily by economic or political factors?

	<p>Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue.</p> <ul style="list-style-type: none"> • Compose paragraphs that characterize the thinking of various viewpoints in relation to Puritanism, the Great Awakening and the Enlightenment. <i>Advanced Placement US History 1</i>, The Center for Learning, "From Authority to Individualism," pg.9 • Complete a chart on the rationale for a series of British actions and colonial reactions during the years between 1763 and 1776. Then write thesis statements on the causes of the American Revolution using evidence from the charts. <i>Advanced Placement US History 1</i>, The Center for Learning, "Path To Revolution 1763-1776," pg. 43 • Categorize facts about the Articles of Confederation and write a thematic sentence that states a relationship among the categories. <i>Advanced Placement US History 1</i>, The Center for Learning, "The Articles of Confederation - The Challenge of Sovereignty," pg. 63 • Complete a chart listing sources of people's fears regarding a centralized government and the Founding Father's attempts to calm those fears. Use the chart to determine why historians have disagreed about the motives of the Founding Fathers. <i>Advanced Placement US History 1</i>, The Center for Learning, "The Constitution - Balancing Competing Interests," pg. 67 • Read and debate the conclusions of <i>Out of Our Past</i>, Carl N. Degler, "A New Kind of Revolution," pgs.79-88 • Analyze provided documents and utilize knowledge of the time period to answer the following question: How revolutionary was the American Revolution?, <i>Document-Based Questions Project</i>, "The Revolution" pgs. 1-8 • Categorize factual information and write a topic sentence for each category that generalizes the similarities. Then choose the 5 pieces of information that best support the topic sentence and rank order them. <i>AP</i>
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Vertical Teams Guide for Social Studies,
“Categorization, Generalization, and
Evaluation: American Revolution”

ASSESSMENT METHODS

- Unit objective exams
- Document-Based Questions (DBQs)
- Class participation – pair/group work
- Debates
- Essay exams
- AP United States History scoring guidelines for written analytical responses
- Charts/graphic organizers

LEARNING STRAND

3.0 The Federalist Era and the Era of National Development (1789-1824)

ENDURING UNDERSTANDING(S)

Students will understand that:

- The American national character has been shaped by unique political, economic, and social forces.
- Demographic changes in birth, marriage, and death rates, life expectancy, family patterns, and population size and density impact the economic, social, and political development of the United States.
- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- How did the emergence of political parties reflect the political and economic tensions of the 1790's?
- What were President Washington's contributions to the development of democracy in America?
- Why was Thomas Jefferson's election in 1800 considered a revolution?
- Why did the United States go to war against Great Britain again in 1812?
- How accurate is the label "Era of Good Feelings" in describing American politics during the Monroe years?
- How does James Monroe's foreign policy reflect the dilemma between self-interest and idealism?

LEARNING OBJECTIVES *The student will:*

- 3.1 Assess Washington's contributions to the establishment and development of democracy in America.
- 3.2 Evaluate the success/failure of Washington's foreign and domestic policies.
- 3.3 Appraise Washington's historical legacy.
- 3.4 Analyze how the debate over Hamilton's Financial Plan contributed to the formation of political parties.
- 3.5 Compare and contrast the Federalists and the Democratic-Republicans on such topics as the basis of support, leadership, policy, and philosophy of government.
- 3.6 Evaluate President Adams' responses to various foreign and domestic problems.
- 3.7 Critique why historians often refer to Thomas Jefferson's election in 1800 as a "revolution."
- 3.8 Evaluate President Jefferson's responses to various foreign and domestic problems.
- 3.9 Appraise Thomas Jefferson's historical legacy.
- 3.10 Construct a rationale as to why the U.S.

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 1*, The Center for Learning, 1998
- *Document-Based Questions Project: US History*, Social Studies School Service
- *Out of Our Past*, Carl N. Degler, 3rd Edition
- *Preparing for the AP US History Exam*, Amsco
- *Primary Sources in US History: Revolution and Constitution 1763-1791*, The Center for Learning

INSTRUCTIONAL STRATEGIES

- Utilize unit essential questions to encourage critical thinking and discussion
- Role-play Alexander Hamilton and Thomas Jefferson in a Cabinet debate over public credit, the National Bank, a protective tariff, the whiskey excise, and the country's proper response to the French Revolution. *Advanced Placement US History 1*, The Center for

<p>went to war against Great Britain in 1812.</p> <p>3.11 Critique whether or not the years following the War of 1812 were indeed an “Era of Good Feelings.”</p> <p>3.12 Assess the motivation of President Monroe’s foreign policy - in particular the Monroe Doctrine.</p>	<p>Learning , “The Development of Political Parties,” pg. 77</p> <ul style="list-style-type: none"> Analyze provided documents and utilize knowledge of the time period to answer the following question: How did nationalism and sectionalism develop concurrently, and become important in economics and politics?, <i>Document-Based Questions Project</i> Debate: Hamilton vs. Jefferson and the ideal government Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History</i>, The Center for Learning, “Early Nation: 1791-1820” Secondary source analysis: Read, take a position, and be prepared to defend with evidence from historians’ varying perspectives, <i>Amsco - Historical Perspective: The Monroe Doctrine</i> Formulate a thesis around the question: How did Thomas Jefferson and Alexander Hamilton differ in their views on the role of government in American life? How were those differences manifested in their positions on the major political, economic, and social issues of the time period? Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue. <p><u>ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> Unit objective exams Debates AP United States History scoring guidelines for written analytical responses Essay exams
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LEARNING STRAND

4.0 Nationalism and Sectionalism (1820-1860)

ENDURING UNDERSTANDING(S)

Students will understand that:

- Diversity has had a significant impact on the roles of race, class, ethnicity, and gender throughout United States history.
- The American national character has been shaped by unique political, economic, and social forces.
- Popular culture and the dimensions of cultural conflict are reflected in American literature, art, philosophy, music, theater, and film.
- Demographic changes in birth, marriage, and death rates, life expectancy, family patterns, and population size and density impact the economic, social, and political development of the United States.
- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- How was nationalism manifested in American society following the War of 1812?
- Which manifestation of nationalism (economic, judicial, diplomatic, or cultural) had the greatest impact on American society?
- How democratic was Jacksonian Democracy?
- Was Manifest Destiny primarily motivated by self-interest or idealism?
- How was sectionalism related to the major political issues of the time period?

LEARNING OBJECTIVES *The student will:*

- 4.1 Analyze how Henry Clay's American System promoted nationalism.
- 4.2 Critique John Marshall's political philosophy by examining several of Marshall's rulings in the major court cases of the time period.
- 4.3 Assess how foreign policy following the War of 1812 contributed to the growth of American nationalism and power.
- 4.4 Analyze how a sense of patriotism was manifested in American culture through literature, art, architecture, etc.
- 4.5 Select and defend the manifestation of nationalism which has had the greatest impact on American society.
- 4.6 Differentiate between Jeffersonian and

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 1*, The Center for Learning, 1998
- *Document-Based Questions Project: US History*, Social Studies School Service
- *Out of Our Past*, Carl N. Degler, 3rd Edition
- *Preparing for the AP US History Exam*, Amsco
- *Primary Sources in US History - Jacksonian America 1820-1840*, The Center for Learning

INSTRUCTIONAL STRATEGIES

- Utilize unit essential questions to encourage critical thinking and discussion

<p>Jacksonian Democracy.</p> <p>4.7 Assess the extent to which the principle of equality of opportunity was reflected in Andrew Jackson's domestic policies.</p> <p>4.8 Critique how democratic was Jacksonian Democracy?</p> <p>4.9 Explain how events in the 1830's and the 1840's reflected America's Manifest Destiny.</p> <p>4.10 Determine whether Manifest Destiny was primarily motivated by self-interest or idealism.</p> <p>4.11 Assess the extent to which economics contributed to sectional differences.</p> <p>4.12 Explain reaction of the North, South, and West to the major sectional issues of the Antebellum period.</p> <p>4.13 Evaluate why sectionalism triumphed over nationalism by the late 1840's.</p> <p>4.14 Assess the validity of the following statement: "Economics was sectionalism, and sectionalism was economics."</p>	<ul style="list-style-type: none"> • Chart the differences between Jeffersonian Democracy and Jacksonian Democracy, then utilize the chart to answer interpretive questions. <i>Advanced Placement US History 1</i>, The Center for Learning, "The Evolution of Democracy from Jefferson to Jackson" pg. 107 • Chart varying positions and the rationale for each on 8 sectional issues of the Antebellum period. Use the chart to answer concluding questions. <i>Advanced Placement US History 1</i>, The Center for Learning, "Sectional Framework for the Antebellum Period", pg.132 • Analyze provided documents and utilize knowledge of the time period to answer the following question: How democratic was Jacksonian Democracy?, <i>Document-Based Questions Project</i> • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History</i>, The Center for Learning, "Jacksonian America: 1820-1840" • Read, analyze, and identify Degler's thesis. Do you agree with Degler's thesis? Defend your position with evidence. <i>Out of Our Past</i>, Carl N. Degler, "Jacksonian Liberalism," pgs. 160-167 • Secondary source analysis: Read, take a position, and defend with evidence from historians' varying perspectives. <i>The American Pageant - Varying Viewpoints: Reform: Who? What? How? and Why?</i> • Formulate a thesis around the topic: Assess the extent to which the Marshall Court shaped the economic, political, and social development of the U.S. during the period from 1801-1835. Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue. • Synthesizing Information: Categorization, Generalization, and Evaluation: Manifestations of Nationalism. <i>The AP Vertical Teams Guide for Social Studies</i> <p><u>ASSESSMENT METHODS</u></p>
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| | <ul style="list-style-type: none">• Unit objective exams• AP United States History scoring guidelines for written analytical responses• Debates• Essay exams• Charts/graphic organizers |
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LEARNING STRAND

5.0 Antebellum America (1820-1860)

ENDURING UNDERSTANDING(S)

Students will understand that:

- Diversity has had a significant impact on the roles of race, class, ethnicity, and gender throughout United States history.
- The American national character has been shaped by unique political, economic, and social forces.
- Demographic changes in birth, marriage, and death rates, life expectancy, family patterns, and population size and density impact the economic, social, and political development of the United States.
- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Reform movements have focused on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- How did the reform movements of the Antebellum period contribute to and expand democracy in America?
- How did the issue of slavery contribute to increasing sectional tensions?
- How did blacks respond to slavery?
- What ideas defined and shaped American culture in the Antebellum period?

LEARNING OBJECTIVES *The student will:*

- 5.1 Explain the connection between democracy and the reform movements of the Antebellum period (public education, women's rights, temperance, treatment of the insane, etc).
- 5.2 Assess the extent to which the ideas of the Enlightenment influenced reform in the Antebellum period.
- 5.3 Determine the reasons for a Second Great Awakening in religion during the Antebellum period.
- 5.4 Compare and contrast the goals of reform to the results of reform during this time period.
- 5.5 Assess how Romanticism and the

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 1*, The Center for Learning, 1998
- *Document-Based Questions Project: US History*, Social Studies School Service
- *Out of Our Past*, Carl N. Degler, 3rd Edition
- *Preparing for the AP US History Exam*, Amsco
- *Primary Sources in US History - Antebellum America and Civil War 1840-1865*, The Center for Learning

INSTRUCTIONAL STRATEGIES

<p>Transcendentalism influenced American society in the Antebellum period.</p> <p>5.6 Prove how slavery was a way of life in the Antebellum south.</p> <p>5.7 Compare and contrast the goals of the colonization movement with the abolitionist movement.</p> <p>5.8 Evaluate the motivation of abolitionists and the results of their efforts.</p> <p>5.9 Categorize how blacks responded to the institution of slavery.</p> <p>5.10 Evaluate this statement: "Slavery was a way of life: it defined the economic, political, and social institutions of Southern society in the Antebellum period."</p> <p>5.11 Analyze the role of blacks in the anti-slavery movement (Frederick Douglass, David Walker, Wendell Phillips, etc.)</p> <p>5.12 Assess the impact of violent abolitionists such as William Lloyd Garrison and John Brown on sectional tensions in the Antebellum period.</p> <p>5.13 Explain the significance of slave rebellions.</p>	<ul style="list-style-type: none"> • Utilize unit essential questions to encourage critical thinking and discussion • Formulate a thesis around the topic: Assess the extent to which slavery helped bring about the onset of the Civil War. Include in your analysis the economic, political, and social implications of slavery. Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue. • Research a prominent reformer of the early 19th century and give a presentation. Assess the successes and failures and the value each had for future reform. <i>Advanced Placement US History 1</i>, The Center for Learning, "Purifying the Nation," pg.118 • Research the relationship between the Civil War and social change. Consider the role of abolitionists in the midst of social ferment and answer a series of questions. <i>Advanced Placement US History 1</i>, The Center for Learning, "Abolition: The Role of the Individual in Effecting Change," pg 145 • Analyze provided documents and utilize knowledge of the time period to answer the following question: Discuss the relationship between Lincoln's goals of preserving the Union and freeing the slaves?, <i>The American Pageant</i> • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History: Antebellum America and Civil War 1840-1865</i>, The Center for Learning • Secondary source analysis: Read, take a position, and defend with evidence from historians' varying perspectives. <i>The American Pageant – Varying Viewpoints: Civil War: Repressible or Irrepressible?</i> • Synthesizing Information: Categorization, Generalization, and Evaluation: Reform Movements. <i>The AP Vertical Teams Guide for Social Studies</i> <p><u>ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Unit objective exams • Student presentations • AP United States History scoring guidelines
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	<p>for written analytical responses</p> <ul style="list-style-type: none">• Debates• Essay exams
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LEARNING STRAND

6.0 Civil War and Reconstruction (1848-1877)

ENDURING UNDERSTANDING(S)

Students will understand that:

- Diversity has had a significant impact on the roles of race, class, ethnicity, and gender throughout United States history.
- The American national character has been shaped by unique political, economic, and social forces.
- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Reform movements have focused on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- How did events in the 1850's contribute to sectional tensions?
- What was the historical significance of the breakdown of the national political party system?
- What was the primary cause of the Civil War?
- To what extent did the Civil War fundamentally change American society?
- Was Reconstruction a failure or a success?

LEARNING OBJECTIVES *The student will:*

- 6.1 Analyze why the Compromise of 1850 and the Kansas-Nebraska Act of 1854 failed to reduce sectional tensions.
- 6.2 Evaluate the impact of the Dred Scott decision of 1857 on national political parties and their ability to compromise on the political issues of the period.
- 6.3 Determine the extent to which extremists contributed to growing sectional hostilities.
- 6.4 Evaluate the fundamental causes of the Civil War: slavery, Constitutional disputes, economic differences, political blunders and extremism.
- 6.5 Explain how the Civil War fundamentally altered the economic, political, and social balance of power between the North and South.
- 6.6 Examine the problems inherent in the nation's attempt to answer the three critical questions posed by Reconstruction: What conditions should

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 1*, The Center for Learning, 1998
- *Document-Based Questions Project: US History*, Social Studies School Service
- *Out of Our Past*, Carl N. Degler, 3rd Edition
- *Preparing for the AP US History Exam*, Amsco
- *Primary Sources in US History: Reconstruction 1865-1877*, The Center for Learning

INSTRUCTIONAL STRATEGIES

- Utilize unit essential questions to encourage critical thinking and discussion
- Formulate a thesis around the following: The Dunning school of interpretation asserts that Reconstruction was a "Tragic Era." How valid is that interpretation? Take a position using

<p>be placed on Southern states for re-admission into the Union? Who should establish those conditions – the President or the Congress? And, what should be the status of the four million newly freed slaves?</p> <p>6.7 Analyze the historical legacy of the 13th, 14th and 15th Amendments.</p> <p>6.8 Assess the extent to which Reconstruction was a failure or a success.</p> <p>6.9 Assess the validity of the following: Reconstruction has historically been referred to as “The Historical Error”.</p>	<p>historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue.</p> <ul style="list-style-type: none"> • Create student presentations to view critical events of the long standing debate regarding the causes of the Civil War from both a Northern and Southern perspective and interpret their significance in bringing the sections to war. <i>Advanced Placement US History 1</i>, The Center for Learning, “Compromise and Conflict: The Road to War,” pg.137 • Work in groups to research evidence in support of one or two positions on the successes and failures of Reconstruction. Students present research and analysis to the class and try to reconcile conflicting views and discuss how historians could draw such different conclusions. <i>Advanced Placement US History 1</i>, Center for Learning, “Reconstruction - Two Views,” pg 149 • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History: Reconstruction 1865-1877</i>, The Center for Learning • Secondary source analysis: Read, take a position, and defend with evidence from historians’ varying perspectives. <i>The American Pageant – Varying View Points: How Radical Was Reconstruction?</i> • Debate: Reconstruction: A Tragic Era? • Synthesizing Information: Categorization, Generalization, and Evaluation: Causes of the Civil War. <i>The AP Vertical Teams Guide for Social Studies</i> <p><u>ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Unit objective exams • AP United States History scoring guidelines for written analytical responses • Document-Based Questions • Debates • Essay exams • Student presentations
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LEARNING STRAND

7.0 Late 19th Century America (1877-1900)

ENDURING UNDERSTANDING(S)

Students will understand that:

- Diversity has had a significant impact on the roles of race, class, ethnicity, and gender throughout United States history.
- The American national character has been shaped by unique political, economic, and social forces.
- Popular culture and the dimensions of cultural conflict are reflected in American literature, art, philosophy, music, theater, and film.
- Demographic changes in birth, marriage, and death rates, life expectancy, family patterns, and population size and density impact the economic, social, and political development of the United States.
- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- Population growth, industrialization, urban and suburban expansion, and pollution impact the environment.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Reform movements have focused on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- What factors brought about the industrialization of American society?
- Were the changes in America brought about by industrialization more positive or negative?
- Were the industrialists of the late 19th century captains of industry or robber barons?
- How did the intellectual trends of the period translate into economic, political, and social behavior/policy?
- How does the triumph of Jim Crow reflect the failed promises of Reconstruction?
- How did Fredrick Jackson Turner interpret the significance of the closing of the American frontier?
- Was the Populist Movement of the 1890's a liberal response to the problems of the era or a reactionary effort to bring back a farmer dominated society?

LEARNING OBJECTIVES *The student will:*

- 7.1 Evaluate the factors that contributed to the industrialization of American society.
- 7.2 Assess the positive and negative consequences of industrialization on workers, farmers, cities, women, and American culture.
- 7.3 Critique the historical debate concerning the giants of American industry – Were they captains of industry or robber

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 1*, The Center for Learning, 1998
- *Document-Based Questions Project: US History*, Social Studies School Service
- *Out of Our Past*, Carl N. Degler, 3rd Edition
- *Preparing for the AP US History Exam*,

<p>barons?</p> <p>7.4 Evaluate how the twin doctrines of Social Darwinism and the White Man's Burden impacted American society during the late 19th century (i.e. African-Americans, Native Americans, immigrants, workers.)</p> <p>7.5 Analyze how African-Americans became second class citizens economically, politically, and socially.</p> <p>7.6 Critique the historical significance of the <i>Plessy v Ferguson</i> decision of 1896.</p> <p>7.7 Critique the validity of the Turner thesis.</p> <p>7.8 Assess the extent to which the Populist Movement of the 1890's succeeded in achieving its goals.</p>	<p>Amsco</p> <ul style="list-style-type: none"> • <i>Primary Sources in US History: Expansive America:1877-1898</i>, The Center for Learning <p><u>INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Utilize unit essential questions to encourage critical thinking and discussion • Formulate a thesis around the topic: Evaluate how the twin doctrines of Social Darwinism and the white man's burden impacted American society during the late 19th-early 20th centuries. Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue. • Categorize factors that contributed to America's industrial expansion and write a thesis on the relationship among the categories created. <i>Advanced Placement US History 1</i>, The Center for Learning, "The Emergence of Industrial America," pg.155 • Study political cartoons and several short readings on the philosophy of the late 19th century industrialists as a resource in answering questions on laissez-faire. Write an introduction, outline, and conclusion for an article on the successes and failures of the industrialists as leaders of their time. <i>Advanced Placement US History 1</i>, The Center for Learning, "The Philosophy of the Industrialists," pg 175 • Assess the status of African Americans at the turn of the century, contrast the programs of Booker T. Washington and W.E.B. DuBois for reform, and evaluate the appropriateness of each man's strategies for his time and place. <i>Advanced Placement US History 1</i>, The Center for Learning, "Divergent Paths to Equality for African Americans," pg. 207 • <i>Document-Based Questions Project</i> - "Immigration," pgs. 46-53 • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History: Expansive America:1877-1898</i>, The Center for Learning, "Expansive America, 1877-1898" • Secondary source analysis: Read, take a position, and defend with evidence from
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	<p>historians' varying perspectives. <i>The American Pageant</i> – Varying View Points: Populists: Radicals or Reactionaries?</p> <ul style="list-style-type: none"> • Synthesizing Information: Categorization, Generalization, and Evaluation: Intellectual Trends. <i>The AP Vertical Teams Guide for Social Studies</i> <p><u>ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Unit objective exams • AP United States History scoring guidelines for written analytical responses • Class participation – pair/group work • Debates • Essay exams • Graphic organizers
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LEARNING STRAND

8.0 Foreign and Domestic Policy in America (1898 – 1920)

ENDURING UNDERSTANDING(S)

Students will understand that:

- Diversity has had a significant impact on the roles of race, class, ethnicity, and gender throughout United States history.
- The American national character has been shaped by unique political, economic, and social forces.
- Demographic changes in birth, marriage and death rates, life expectancy, family patterns, and population size and density impact the economic, social, and political development of the United States.
- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- Globalization is a major force of change for both the United States and the world community.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Reform movements have focused on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- To what extent was imperialism motivated by the intellectual movements of the late 19th century?
- Was the American foray into imperialism more beneficial or harmful?
- What historical ideas contributed to the outbreak of World War I?
- How did World War I impact the American homefront?
- How did the Treaty of Versailles reflect the historical dilemma of self-interest vs. idealism?
- How did the Progressive Movement respond to the evils of industrialization?
- Was the Progressive Movement a liberal or conservative reform movement?

LEARNING OBJECTIVES *The student will:*

- 8.1 Evaluate the factors that led to America pursuing the policy of imperialism in the years prior to World War I.
- 8.2 Summarize how the Spanish-American War of 1898 reflected American imperialism.
- 8.3 Compare and contrast American imperialism in Latin America and Asia.
- 8.4 Assess how American foreign policy goals during this time period helped lead to Pearl Harbor in 1941.
- 8.5 Evaluate both the positive and negative

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 1*, The Center for Learning, 1998
- *Advanced Placement US History 2*, The Center for Learning, 1998
- *Document-Based Questions Project: US History*, Social Studies School Service
- *Out of Our Past*, Carl N. Degler, 3rd Edition
- *Preparing for the AP US History Exam*, Amsco

<p>results of American imperialism.</p> <p>8.6 Explain how extremism in ideas and thought can lead to conflict.</p> <p>8.7 Determine the factors that motivated America to enter World War I on the side of the Allies.</p> <p>8.8 Assess the extent to which World War I impacted the American homefront economically, politically, and socially.</p> <p>8.9 Assess the extent to which the actual Treaty of Versailles reflected Wilson's ideals as expressed in his 14 Point Peace Plan.</p> <p>8.10 Assess the extent to which Progressive reforms promoted democracy and expanded the role of government in people's lives.</p> <p>8.11 Determine whether the Progressive Movement was fundamentally a conservative or liberal reform movement.</p> <p>8.12 Distinguish between liberalism and conservatism.</p>	<ul style="list-style-type: none"> • <i>Primary Sources in US History: America in the Age of Imperialism: 1898-1920</i>, The Center for Learning • <i>Choices for the 21st Century: Reluctant Colossus - America Enters the Age of Imperialism</i>, Brown University <p><u>INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Utilize unit essential questions to encourage critical thinking and discussion • Classify Progressive reforms into economic, political, and social categories, and into local, state, and national levels of government • Research examples of late 19th century European imperialism and review traditional elements of US foreign policy. Conduct a classroom debate between imperialists and anti-imperialists in 1900 on the following resolution: The US should maintain the Philippines. <i>Advanced Placement US History 1</i>, The Center for Learning, "The Climate of Imperialism," pg.219 • Formulate a thesis around the question: Was the Progressive Movement essentially a liberal or conservative reform movement? Explain. Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue. • Research factors historians have deemed relevant to the decision to declare war in 1898, develop a thesis on the cause of war, and compare their thinking to President McKinley's. <i>Advanced Placement US History 1</i>, The Center for Learning, "Explaining the Spanish American War," pg 225 • Research foreign policies of the US after the Spanish-American War, interpret political cartoons on America's new foreign policies and write an interpretive paragraph demonstrating an understanding of relationships among the several policies. <i>Advanced Placement US History 1</i>, The Center for Learning, "A Foreign Policy for a New Age," pg. 231 • Write a paragraph with supporting evidence for America's decision to declare war during World War I. In groups, judge which paragraphs have the most supporting
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	<p>evidence. Lastly, compare explanations with President Wilson's rationale in his message to Congress for a declaration of war. <i>Advanced Placement US History 2</i>, The Center for Learning, "Defending Neutral Rights," pg. 3</p> <ul style="list-style-type: none"> • Consider 3 varying perspectives regarding The Treaty of Versailles, those of Wilson, Reservationists who wanted changes to the League Covenant, and Irreconcilables who opposed US entry into any organization. Write questions each might have posed to the others and discuss response to a Document Based Question (DBQ) on the failure of Wilson to secure Senate approval for The Treaty of Versailles. <i>Advanced Placement US History 2</i>, The Center for Learning, "The Treaty of Versailles: Wilson's Big Disappointment," pg. 9 • Research specific historical personalities of the Progressive movement and discuss the extent to which the background of Progressive leaders hindered or facilitated their success in achieving desired reforms. <i>Advanced Placement US History 1</i>, The Center for Learning, "Reform and the Progressives," pg. 237 • Compile a chart of political, economic and social changes coming at the national, state and local levels during the Progressive era. Outline two responses one taking the position that the period brought liberal reform and the other that it was largely a conservative reaction. <i>Advanced Placement US History 1</i>, The Center for Learning, "Progressivism: Liberal Reform or Conservative Reaction?," pg. 249 • Analyze provided documents and utilize knowledge of the time period to answer the following question: Which factor, self-interest or idealism, was more important in shaping American foreign policy in the years 1895-1920? <i>The American Pageant DBQ</i> • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>America in the Age of Imperialism, 1898-1920</i>, The Center for Learning • Secondary source analysis: Read, analyze, and identify Degler's thesis. Do you agree
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	<p>with Degler's thesis? Defend your position with evidence. <i>Out of Our Past</i>, Carl Degler, "New Politicians with Old Principles," pgs. 395-41</p> <ul style="list-style-type: none"> • Synthesizing Information: Categorization, Generalization, and Evaluation: Progressivism. <i>The AP Vertical Teams Guide for Social Studies</i> <p><u>ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Unit objective exams • AP United States History scoring guidelines for written analytical responses • Debates • Essay exams • Student presentations • Graphic organizers/charts
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LEARNING STRAND

9.0 The Challenges of the 1920's and the 1930's

ENDURING UNDERSTANDING(S)

Students will understand that:

- Diversity has had a significant impact on the roles of race, class, ethnicity, and gender throughout United States history.
- The American national character has been shaped by unique political, economic, and social forces.
- Popular culture and the dimensions of cultural conflict are reflected in American literature, art, philosophy, music, theater, and film.
- Demographic changes in birth, marriage and death rates, life expectancy, family patterns, and population size and density impact the economic, social, and political development of the United States.
- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- Population growth, industrialization, urban and suburban expansion, and pollution impact the environment.
- Globalization is a major force of change for both the United States and the world community.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Reform movements have focused on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- How was the theme of conflict reflected in the economics, politics, and culture of America in the 1920's?
- How prosperous were the 1920's?
- How did the economics of the 1920's contribute to the Great Depression of the 1930's?
- What caused the Stock Market Crash of 1929 and the Great Depression?
- How did the New Deal programs fundamentally alter the role of government in American society?
- How successful was the New Deal in achieving its goals?
- How did American foreign policy in the 1920's reflect America's increasing reluctance to get involved in world affairs?
- How did the United States respond to the increasing tensions that characterized both the European and Asian political climates?

LEARNING OBJECTIVES *The student will:*

- 9.1 Assess the extent to which Progressive reforms were continued in the 1920's.
- 9.2 Assess how prosperous the 1920's were.
- 9.3 Explain how intolerance was at the heart of the following social conflicts of the 1920's: The Palmer Raids, the rise of the

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 2*, The Center for Learning, 1998
- *Document-Based Questions Project: US*

<p>Ku Klux Klan, the Scopes Trial, the Sacco-Vanzetti Case, and the sexual revolution.</p> <p>9.4 Evaluate the causes of the Great Depression.</p> <p>9.5 Classify New Deal programs into the goals of relief, recovery, and reform.</p> <p>9.6 Assess the extent to which New Deal programs solved the problems caused by the Great Depression.</p> <p>9.7 Analyze how the role of government was altered by Franklin Delano Roosevelt and the New Deal.</p> <p>9.8 Determine whether or not Franklin Delano Roosevelt deserves his ranking as a “great” president.</p>	<p><i>History</i>, Social Studies School Service</p> <ul style="list-style-type: none"> • <i>Out of Our Past</i>, Carl N. Degler, 3rd Edition • <i>Preparing for the AP US History Exam</i>, Amsco • <i>Primary Sources in US History: Interwar America - 1920-1940</i>, The Center for Learning <p><u>INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Utilize unit essential questions to encourage critical thinking and discussion • Formulate a thesis around the following: Assess the extent to which FDR’s New Deal helped solve the problems of the Great Depression. Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue. • In small groups, research key aspects of the 1920s, relate research findings to major questions relating to the decade and write an essay on the lasting impact of the period. <i>Advanced Placement US History 2</i>, The Center for Learning, “The Twenties at Bay,” pg. 33 • Create a time line of events related to the outbreak of the Depression, cite evidence from the time line to illustrate factors recognized as valid causes of the Depression. Rank order the causes, create a thesis on what caused the Depression and write an essay explaining at least 3 factors that might have slowed, halted or reversed the economic disaster. <i>Advanced Placement US History 2</i>, The Center for Learning, “Causes of the Great Depression,” pg. 37 • Document-Based Question: President Franklin D. Roosevelt is commonly thought of as a liberal and President Herbert C. Hoover as a conservative. To what extent are these characterizations valid? <i>Advanced Placement US History 2</i>, The Center for Learning, “The New Deal: Documents Question,” pg. 49 • Analyze provided documents and utilize knowledge of the time period to answer the following question: What Caused the Great Depression?” <i>Document-Based Questions Project</i> • Primary source analysis: Analyze document
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	<p>using the APPARTS strategy to help answer essential question(s). <i>Interwar America 1920-1940</i>, The Center for Learning</p> <ul style="list-style-type: none"> • <i>Secondary Source Analysis</i>: Read, analyze, and identify Degler's thesis. Do you agree with Degler's thesis? Defend your position with evidence. <i>Out of Our Past</i>, Carl Degler, "The End of Laissez-Faire," pgs. 417-426 • Formulate a thesis around the topic: The 1920's was a decade of conflict and intolerance. Defend this statement. Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue. • Synthesizing Information: Categorization, Generalization, and Evaluation: Conflict, <i>The AP Vertical Teams Guide for Social Studies</i> • Synthesizing Information: Categorization, Generalization, and Evaluation: New Deal, <i>The AP Vertical Teams Guide for Social Studies</i> <p><u>ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Unit objective exams • AP United States History scoring guidelines for written analytical responses • Class participation – pair/group work. • Debates • Essay exams • Time lines
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LEARNING STRAND

10.0 World War II and the Origins of the Cold War (1931-1950)

ENDURING UNDERSTANDING(S)

Students will understand that:

- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- Globalization is a major force of change for both the United States and the world community.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- How does American foreign policy in the 1930's reflect the classic dilemma between self-interest and idealism?
- What historical forces caused World War II?
- How does war affect the lives of people on the homefront?
- Who is to blame for the onset of the Cold War?
- How was the U.S.'s containment policy manifested in both Europe and Asia following World War II?

LEARNING OBJECTIVES *The student will:*

- 10.1 Assess the extent to which the U.S. response to Axis aggression was based on self-interest or idealism.
- 10.2 Defend the notion that ideas are causes as it applies to World War II.
- 10.3 Evaluate the contributions from the homefront in determining the outcome of World War II.
- 10.4 Create a timeline of Soviet actions and American reactions from 1945-1950.
- 10.5 Critique the assumptions inherent in America's containment policy.

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 2*, The Center for Learning, 1998
- *Document-Based Questions Project: US History*, Social Studies School Service
- *Out of Our Past*, Carl N. Degler, 3rd Edition
- *Preparing for the AP US History Exam*, Amsco
- *Primary Sources in US History: America in World War II –The 1940's*, The Center for Learning

INSTRUCTIONAL STRATEGIES

- Utilize unit essential questions to encourage critical thinking and discussion
- Create a timeline of events documenting the record of Axis aggression in the 1930's
- Research the question: Who was responsible for the onset of the Cold War?
- Construct a foreign policy time line for the 1930s, role play developing a foreign policy following the German invasion of Poland in 1939, and contrast their policy with the actual policy position of the United States at the time. *Advanced Placement US History 2*, The Center for Learning, "Isolation and Neutrality in the 1930's," pg. 61

	<ul style="list-style-type: none"> Analyze the St. Louis refugee incident in 1939, interpret the US Holocaust policy and consider broader questions of our country's intervention in other nations' affairs. <i>Advanced Placement US History 2</i>, The Center for Learning, "The United States and the Holocaust," pg 87 In small groups, view the Cold War from different perspectives, read the Atlantic Charter and consider to what extent US foreign policy during the Cold War matched the ideals of the document and why the Soviet Union viewed US adherence to these principles as threatening. <i>Advanced Placement US History 2</i>, The Center for Learning, "Cold War Revisited," pg.105 Read President Truman's speech to congress, evaluate the wisdom of the policy, and assume the role of a State Department official charged with advising incoming President Eisenhower on an appropriate direction for US foreign policy. <i>Advanced Placement US History 2</i>, The Center for Learning, "The Truman Doctrine," pg. 109 Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History: America in World War II –The 1940's</i>, The Center for Learning Secondary source analysis: Read, take a position, and defend with evidence from the historians' varying perspectives. <i>The American Pageant – Varying View Points: Atomic Bombs: Were they justified?</i> Formulate a thesis around the following: Explain how the Cold War originated in both Europe and Asia in the years immediately following World War II. Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue. Read different historical interpretations regarding the origins of the Cold War <p><u>ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> Unit objective exams AP United States History scoring guidelines for written analytical responses
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| | <ul style="list-style-type: none">• Class participation – pair/group work• Debates• Essay exams• Time lines• Role plays• Student presentations |
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LEARNING STRAND

11.0 The Cold War (1950 – 1992)

ENDURING UNDERSTANDING(S)

Students will understand that:

- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- Globalization is a major force of change for both the United States and the world community.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- How does American foreign policy during the Cold War manifest the dilemma between self interest and idealism?
- What assumptions did the United States make in pursuing its foreign policy objectives during the Cold War?
- What are the historical lessons to be learned from America's involvement in both the Korean and Vietnam Wars?
- How did US-Cuban relations reflect Cold War hostilities?
- How were the foreign policies of Presidents Richard Nixon, Gerald Ford, Jimmy Carter, Ronald Reagan and George H. Bush both similar and different in their approaches to the Cold War?
- How did the Cold War affect American society economically, politically, and culturally?
- How successful was the United States in achieving its Cold War objectives?

LEARNING OBJECTIVES *The student will:*

- 11.1 Defend the justification for fighting a "limited war" with Korea (1950-1953).
- 11.2 Critique the American government's justification for involvement in the Vietnam War.
- 11.3 Summarize the arguments against American involvement in Vietnam.
- 11.4 Assess the effectiveness of the anti-war movement in changing public opinion on the Vietnam War.
- 11.5 Analyze the lessons learned by US involvement in the Vietnam War.
- 11.6 Critique President Kennedy's foreign policy as it applies to Cuba during the Bay of Pigs and the Cuban Missile Crisis.
- 11.7 Assess the extent to which the policy of détente in the 1970's reduced tensions between the United States and the Soviet Union and Communist China.
- 11.8 Evaluate the contributions of Ronald Reagan and George H. Bush in helping to bring about the end of the Cold War.

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 2*, The Center for Learning, 1998
- *Document-Based Questions Project: US History*, Social Studies School Service
- *Out of Our Past*, Carl N. Degler, 3rd Edition
- *Preparing for the AP US History Exam*, Amsco
- *Primary Sources in US History: America in Upheaval - The 1960's*, The Center for Learning
- *Choices for the 21st Century: The Limits of Power - United States and Vietnam*, Brown University

INSTRUCTIONAL STRATEGIES

- Utilize unit essential questions to encourage critical thinking and discussion
- Create a timeline specifying America's increasing involvement in Vietnam, 1950's -

	<p>1970's</p> <ul style="list-style-type: none"> • Create a connection map to show relationships among key personalities and events during the Vietnam War. Use the connection map to ask questions and make generalizations about American involvement in the war. <i>Advanced Placement US History 2</i>, The Center for Learning, "Vietnam: A Reappraisal," pg. 137 • Formulate a thesis around the following: Evaluate the U.S. justification for involvement in the Vietnam War. What assumptions were made and what lessons were learned? Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue. • Through strategic questioning, students analyze how the US and President Roosevelt, as well as other countries, groups and individuals, have been criticized for failing to intervene on behalf of European Jews. <i>Advanced Placement US History 2</i>, The Center for Learning, "The United States and the Holocaust," pg 87 • In small groups, students view the Cold War from different perspectives and report out. Read the Atlantic Charter and consider to what extent US foreign policy during the Cold War matched the ideals of the document and why the Soviet Union viewed US adherence to these principles as threatening. <i>Advanced Placement US History 2</i>, The Center for Learning, "Cold War Revisited," pg.105 • Read President Truman's speech to Congress, discuss, evaluate the wisdom of the policy, and role play a State Department official charged with advising incoming President Eisenhower on an appropriate direction for US foreign policy. <i>Advanced Placement US History 2</i>, The Center for Learning, "The Truman Doctrine," pg. 109 • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>"Consensus and Conformity: The 1950's,"</i> The Center for Learning • Primary source analysis: Analyze document using the APPARTS strategy to help answer
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	<p>essential question(s). <i>Primary Sources in US History: America in Upheaval - The 1960's</i>, The Center for Learning</p> <ul style="list-style-type: none"> • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History: Disillusioned America: The 1970's</i>, The Center for Learning • Secondary source analysis: Read, take a position, and defend with evidence from historians' varying perspectives. <i>The American Pageant – Varying View Points: The Sixties: Constructive or Destructive?</i> • Analyze provided documents and utilize knowledge of the time period to address the following: Assess the view that President Johnson's Vietnam policies failed for both political and military reasons. <i>Document-Based Questions Project</i>, "The Revolution," pgs. 1-8 • Synthesizing Information: Categorization, Generalization, and Evaluation: Cold War, <i>The AP Vertical Teams Guide for Social Studies</i> <p><u>ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Unit objective exams • AP United States History scoring guidelines for written analytical responses • Class participation – pair/group work • Debates • Essay exams • Role plays • Student presentations • Connection maps
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LEARNING STRAND

12.0 American Domestic Policy (1950-1990)

ENDURING UNDERSTANDING(S)

Students will understand that:

- Diversity has had a significant impact on the roles of race, class, ethnicity, and gender throughout United States history.
- The American national character has been shaped by unique political, economic, and social forces.
- Popular culture and the dimensions of cultural conflict are reflected in American literature, art, philosophy, music, theater, and film.
- Demographic changes in birth, marriage and death rates, life expectancy, family patterns, and population size and density impact the economic, social, and political development of the United States.
- Economic transformations are manifested in changes in trade, commerce, technology, capitalist development, labor and unions, and consumerism.
- Population growth, industrialization, urban and suburban expansion, and pollution impact the environment.
- The study of the continuum of American democracy reveals the ideals, beliefs, values, and institutions of its people.
- Reform movements have focused on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.
- Ideas are a powerful force in human history.

ESSENTIAL QUESTION(S)

- How did the Civil Rights Movement of the 1950's and 1960's reflect the themes of conflict, democracy, and diversity?
- How did McCarthyism challenge the basic tenants of American democracy?
- What values, attitudes, and beliefs can be found in 1950's and 1960's America?
- How can Linden B. Johnson's Great Society be interpreted as a continuation of Franklin Delano Roosevelt's New Deal of the 1930's?
- How did the 1960's and 1970's highlight the tensions inherent in a democracy?
- How did the policies of Ronald Reagan reflect the changing role of government in the lives of the American people?

LEARNING OBJECTIVES *The student will:*

- 12.1 Analyze how the Civil Rights Movement can be interpreted as an attempt to fulfill the promises of Reconstruction.
- 12.2 Compare and contrast the goals and methods of Martin Luther King and Malcolm X.
- 12.3 Assess the extent to which the goals of the Civil Rights Movement were fully

INSTRUCTIONAL SUPPORT MATERIALS

- www.apcentral.collegeboard.com
- *The AP Vertical Teams Guide for Social Studies*, The College Board, 2001
- *Advanced Placement US History 2*, The Center for Learning, 1998
- *Document-Based Questions Project: US History*, Social Studies School Service
- *Out of Our Past*, Carl N. Degler, 3rd Edition

<p>realized.</p> <p>12.4 Assess the extent to which McCarthyism and the fear of communism posed a threat to America's democratic institutions.</p> <p>12.5 Evaluate the values, attitudes, and beliefs found in Eisenhower's Modern Republicanism.</p> <p>12.6 Critique the assumptions made about the role of government in John F. Kennedy's New Frontier and Linden B. Johnson's Great Society.</p> <p>12.7 Assess how the Women's Movement, the counter-culture movement, and the Warren Court questioned and redefined American democracy.</p> <p>12.8 Analyze the significance of Watergate and the challenge it posed to democracy.</p> <p>12.9 Assess the extent to which Reagan's political and economic policies reflect a reduced role of government in people's lives.</p>	<ul style="list-style-type: none"> • <i>Preparing for the AP US History Exam</i>, Amsco • <i>Primary Sources in US History: Consensus and Conformity - The 1950's</i>, The Center for Learning • <i>Primary Sources in US History: America in Upheaval - The 1960's</i>, The Center for Learning • <i>Primary Sources in US History: Disillusioned America - The 1970's</i>, The Center for Learning • <i>Primary Sources in US History: America's Turn to the Right - The 1980's</i>, The Center for Learning <p><u>INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Synthesizing Information: Categorization, Generalization, and Evaluation, <i>AP Vertical Team Guide</i> • Construct a timeline of events highlighting the Civil Rights movement in the 1950's and 1960's • Formulate a thesis around the question: How did the social revolutions and cultural movements of the 1960's change American society? Take a position using historical evidence to support your thesis in a clear and organized manner that effectively expresses a topic sentence, transitions, and a conclusion that links the thesis to a current issue. • Utilize unit essential questions to encourage critical thinking and discussion • Conduct a panel discussion on what it means to be loyal in America and the best ways to promote loyalty. <i>Advanced Placement US History 2</i>, The Center for Learning, "McCarthyism and the Climate of Fear," pg. 117 • Use readings and statistics to evaluate the successes and failures of early postwar economic policies. <i>Advanced Placement US History 2</i>, The Center for Learning, "Economic Recovery After World War II," pg 125 • Outline domestic accomplishments of the Kennedy and Johnson administrations, in small groups analyze those administrations and write a concluding paragraph to an essay they might have written linking Kennedy's New Frontier and Johnson's Great Society to
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	<p>Roosevelt's New Deal. <i>Advanced Placement US History 2</i>, The Center for Learning, "The New Frontier and Great Society," pg.131</p> <ul style="list-style-type: none"> • Adopt the perspective of 1 of 12 African-American leaders as they debate the future of the Civil Rights Movement in the year 1966. <i>Advanced Placement US History 2</i>, The Center for Learning, "The Black Revolution: Where Do We Go From Here?," pg.141 • Create a notebook from an activist grandmother in the women's rights movement to her granddaughter as a graduation gift from college in the 75th anniversary of the 19th amendment. <i>Advanced Placement US History 2</i>, The Center for Learning, "Women's Rights: A Chronicle of Reform," pg.145 • Consider the crimes that Nixon was charged with, analyze document-based questions, and complete a mix and match chart on Watergate. Conclude by writing an AP essay question on the significance of Watergate. <i>Advanced Placement US History 2</i>, The Center for Learning, "The Crimes of Watergate," pg.157 • Establish criteria for an effective president, apply these criteria to an informal evaluation of the Reagan administration and locate similar evaluations of recent presidents. <i>Advanced Placement US History 2</i>, The Center for Learning, "Evaluating Recent Presidents," pg.167 • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History: Consensus and Conformity - The 1950's</i>, The Center for Learning • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History: America in Upheaval - The 1960's</i>, The Center for Learning • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History: Disillusioned America - The 1970's</i>, The Center for Learning • Primary source analysis: Analyze document using the APPARTS strategy to help answer essential question(s). <i>Primary Sources in US History: America's Turn to the Right - The</i>
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	<p>1980's, The Center for Learning</p> <ul style="list-style-type: none"> • Secondary source analysis: Read, take a position, and defend with evidence from historians' varying perspectives. <i>Amsco Historical Perspective: End of Imperial Presidency?</i> • Analyze provided documents and utilize knowledge of the time period to answer the following question: Whose philosophy, Malcom X or Martin Luther King Jr., was right for African Americans in the Civil Rights struggle? The DBQ Project • Synthesizing Information: Categorization, Generalization, and Evaluation: Challenges To Democracy, <i>The AP Vertical Teams Guide for Social Studies</i> • Rank-order the factors that led to the defeat of Jimmy Carter in the election of 1980 • Rank-order the presidents from Dwight David Eisenhower to Ronald Reagan in terms of effectiveness as president <p><u>ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Unit objective exams • AP United States History scoring guidelines for written analytical responses • Class participation – pair/group work • Debates • Essay exams • Graphic organizers
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