

Summit Public Schools
Summit, New Jersey
11th grade / AP U.S. History II
Length of Course: one year
Revised 2021

PACING GUIDE

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

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 20 th century	2 weeks
Unit #7:	Challenges and Opportunities in the 21 st century	3 weeks

Main Text:

Kennedy, David M., et al. *The American Pageant*. (AP edition) Boston: Wadsworth Cengage, 2010.

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. Successful completion of this paper is a requirement to pass this class. 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. present a viewpoint with clarity and organization both in speech and in writing;
12. reconcile and evaluate information from primary and secondary sources to support or refute hypotheses;
13. assess data within historical, social, political, geographic, or economic context, testing for credibility and evaluating bias;
14. apply problem-solving skills to national, state or local issues presented in study of 20th century American life and prescribe reasoned analysis and solution;
15. analyze social, political, and cultural change and evaluate the impact of each on local, state, national and global issues;
16. 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.
17. 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 <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Essential Questions: 1. To what extent did the Progressives' attempt to preserve both individual rights and the common good create inherent conflicts and tensions? 2. To what extent did the roles and responsibilities of U.S. citizens change during the Progressive era? If so, how and why? 3. Why was there political and social conflict between urban and rural areas? 4. To what extent would a nation of immigrants seek to restrict immigration and why?	Students will understand that... 1. Progressive reforms such as Prohibition illustrate this conflict. Current debates over gun control, environmental protection, etc. reflect similar tensions. 2. The power of citizens increased with the 19 th Amendment and with state-level reforms such as initiative and recall. Citizens also began to depend on the government to create and enforce regulations. 3. Industrialization, urbanization and immigration led to conflict. The Populist movement illustrates the political and social demands of farmers who felt "left behind." 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.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: Students will master following 2020 NJ Student Learning Standards: "The Emergence of Modern America: Progressive Reforms" (1890-1930)	Instructional Focus: A. Industrialism, Urbanization and Immigration (review from U.S. I) B. Progressivism - political and social reform

<p>6.1.12.CivicsDP.6.a - Role of Women in the Progressive Movement</p> <p>6.1.12.CivicsDP.6.b - African American advocacy organizations</p> <p>6.1.12.CivicsPR.6.a - Effectiveness of Progressive Reforms</p> <p>6.1.12.GeoHE.6.a - Conservation Efforts</p> <p>6.1.12.EconEM.6.a - Supply and Demand</p> <p>6.1.12.EconNE.6.a - Impact of Financial Institutions on Nation and Individuals</p> <p>6.1.12.HistoryCC.6.b - Impact of Industrialization</p> <p>6.1.12.HistoryCC.6.d - Women's Rights Movement</p> <p>6.1.12.CA.6.a - Labor and Agricultural Organizations</p>	<p>C. Differing methods for reform under three presidents</p> <p>Sample Assessments: AP style multiple-choice and essay questions.</p> <p><u>Past LEQ and DBQ essay topics:</u> 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." (<i>Historical Reasoning: Causation; N.J. CCS #1 and #4</i>)</p> <p>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." (<i>Historical Reasoning: Causation; N.J. CCS #1 and #4</i>)</p> <p>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." (<i>Historical Reasoning: Causation; N.J. CCS #1 and #4</i>)</p> <p>2005 B - How successful were Progressive reforms during the period 1890 to 1915 with respect to TWO of the following?</p> <ul style="list-style-type: none"> ● Industrial conditions ● Urban life ● Politics <p>(<i>Historical Thinking Skill: Argumentation; N.J. CCS #1 and #4</i>)</p> <p>2006 - Historians have argued that Progressive reform lost momentum in the 1920s. Evaluate this statement with respect to TWO of the following:</p> <ul style="list-style-type: none"> ● Regulation of business ● Labor ● Immigrants <p>(<i>Historical Thinking Skill: Argumentation; N.J. CCS #1 and #4</i>)</p>
<p>Conceptual Objectives:</p> <p>Upon completion of this unit, students will be able to:</p> <p>1.1 identify, explain, and analyze the major factors that promoted industrialization and urbanization in the United States; (<i>AP Theme: Work, Exchange, Technology</i>)</p> <p>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; (<i>AP Theme: Migration and Settlement</i>)</p> <p>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; (<i>AP Theme: Migration and Settlement</i>)</p> <p>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; (<i>AP Theme: Politics and Power</i>)</p>	

1.5	identify various techniques used to consolidate industry and evaluate the influence of corporate power on national politics; (<i>AP Theme: Work, Exchange, and Technology</i>)	2017 - Evaluate the extent to which the ratification of the Nineteenth Amendment to the Constitution, which guaranteed women the right to vote, marked a turning point in United States women's history.
1.6	evaluate the changes which took place in the relationship between government and business through antitrust legislation; (<i>AP Theme: Politics and Power</i>)	In the development of your argument, explain what changed and what stayed the same from the period immediately before the ratification of the amendment (1865–1920) to the period immediately after (1920–1940).
1.7	assess the role that "Muckrakers" played in calling attention to the need for reforms; (<i>AP Theme: American Culture</i>)	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." (<i>Historical Thinking: Argumentation; N.J. CCS #1 and #4</i>)
1.8	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; (<i>AP Theme: Politics and Power</i>)	2019 DBQ - "Evaluate the extent to which the Progressive movement fostered political change in the U.S. from 1890 - 1920." (<i>Historical Thinking: Argumentation; N.J. CCS #1 and #4</i>)
1.9	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; (<i>AP Theme: Politics and Power</i>)	***** N.J. CCS #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
1.10	evaluate the impact of the Progressive movement at the municipal, state, and national levels; (<i>AP Theme: Politics and Power</i>)	N.J. CCS #4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.11	identify social, economic, and political reasons for agrarian discontent; focusing on issues of credit and inflation; (<i>AP Theme: American Culture</i>)	N.J. 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.
1.12	analyze the effects of technological developments on the worker and the workplace; (<i>AP Theme: WXT</i>)	*****
1.13	trace the steps in the fight for women's suffrage including the	<u>Examples of primary sources for Unit 1</u> Photographs and writings of Jacob Riis (<i>AP Skill: Sourcing and Situation</i>)

efforts of the AWSA/NWSA; (<i>AP Theme: Social Structures</i>)	Excerpts from <u>The Jungle</u> by Upton Sinclair (<i>AP Skill: Sourcing and Situation</i>)
1.14 analyze the status of women regarding family, the workplace, education, political involvement, and reform movements; (<i>AP Theme: Social Structures</i>)	Writings and speeches of Theodore Roosevelt, W.J. Bryan, Robert LaFollette, et al. (<i>AP Skill: Claims and Evidence</i>)
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; (<i>AP Theme: Social Structures</i>)	Documents: Chinese Exclusion Act, Pendleton Civil Service Act, the Omaha Platform, and other topics. (<i>AP Skill: Sourcing and Situation</i>)
	<u>Instructional Strategies:</u>
1.16 explain and analyze the continuing growth of labor through the AFL/CIO and other labor organizations; (<i>AP Theme: WXT</i>)	Students will use the collection “Picturing America” to examine the art of the period. (<i>AP Skill: Sourcing and Situation</i>)
1.17 evaluate the working conditions in the Paterson silk mills and explain how they led to the strike of 1913; (<i>AP Theme: WXT</i>)	Interpretation: Robber Barons (<i>AP Skill Claims and Evidence</i>) Irish HTS IN24
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. (<i>AP Theme: American Culture</i>)	Primary Sources: Political cartoons on Robber Barons (<i>AP Skill Claims and Evidence</i>) TCFL Book 3 p 26
	Monopolies: A Sampling of Opinions (<i>AP Skill Claims and Evidence</i>) TCFL Book 2 p 171
	Social Darwinism v Social Gospel (<i>AP Skill Contextualization</i>) Threads p 137
	Statistical Data on City Life 1860-1910 (<i>AP Skill Argumentation</i>) TCFL Book 2 p 195-6
	Comparing Historians on Populists (<i>AP Skill Claims and Evidence</i>) TCFL Book 2 p 182
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.	Turning Points: McKinley/The Jungle/Triangle Shirtwaist Fire (<i>AP Skill Making Connections</i>) Irish HTS TP15
	Culturally Responsive Teaching: Excerpts from <u>Up From Slavery</u> by Booker T. Washington and <u>Souls of Black Folk</u> by W.E.B. Dubois (<i>AP Skill: Sourcing and Situation</i>)

	<p>PBS Learning Media: “The Triangle ShirtWaist Fire” (American Experience)</p> <p>“The Orphan Train Rides” (American Experience)</p> <p>“Prohibition”</p> <p>“The Roosevelts”</p> <p>N.J. 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 <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>N.J. 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.</p> <p>N.J. 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., <i>The Federalist</i>, presidential addresses).</p> <p>21st Century Skills: Critical Thinking and Problem Solving Discuss the problems of this era and evaluate the success of Progressive solutions. Create alternative solutions.</p> <p>Media Literacy: Students will examine the political cartoons of Thomas Nast using collections on the internet.</p>
--	---

	<p>21st Century Themes:</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy: Analyze the role of government in regulating industry.</p> <p>Civic Literacy: Evaluate the changing relationship between citizens and the federal/state government.</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>

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.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 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? 	<p>Students will understand that...</p> <ol style="list-style-type: none"> 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.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will master following 2020 NJ Student Learning Standards:	Instructional Focus: A. The New Manifest Destiny and the Republic as Empire B. World War I
6.1.12.GeoGM.6.a - Geography, Natural Resources, and New Markets	
6.1.12.HistoryCC.6.c - American Foreign Policy	<u>Sample Assessments:</u>
6.1.12.CivicsDP.7.a - Government Policies and Civil Rights	AP style multiple-choice and essay questions.
6.1.12.EconNM.7.a - Women and African Americans on the Homefront 6.1.12.HistoryCC.7.a - Woodrow Wilson's Leadership 6.1.12.HistoryCA.7.a - Propaganda, Public Opinion and Policy 6.1.12.HistoryCA.7.b - Reasons for American Entrance into WWI 6.1.12.HistoryUP.7.a - Treaty of Versailles	Past LEQ and DBQ essay topics: 2018 - Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910. (<i>Historical Reasoning: Causation; Historical Thinking Skill: Argumentation and Making Connections: N.J. CCS #1 and #4</i>) 2008 - Analyze the extent to which the Spanish-American War was a turning point in American foreign policy. (<i>Historical Reasoning: Continuity and Change; N.J. CCS #1 and #4</i>) 2016 - Evaluate the extent to which United States participation in the First World War marked a turning point in the nation's role in world affairs. (<i>Historical Reasoning: Continuity and Change; N.J. CCS#1 and #4</i>) 2000 - To what extent did the United States achieve the objectives that led it to enter the First World War? (<i>Historical Thinking Skill: Argumentation; N.J. CCS #1 and #4</i>) 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. (<i>Historical Thinking Skill: Making Connections; N.J. CCS #1 and #4</i>)
Objectives: Upon completion of the unit, students will be able to: 2.1 analyze and evaluate 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; (<i>AP Theme: America in the World</i>) 2.2 explain, analyze and evaluate American imperialistic ambitions in Hawaii, Samoa, and China; (<i>AP Theme: America in the World</i>) 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; (<i>America in the World</i>) 2.4 compare the United States "Big Stick" diplomacy in Latin America and the development of "Dollar	***** N.J. CCS #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	Diplomacy" and "Moral Diplomacy"; (AP Theme: <i>America in the World</i>)	N.J. CCS #4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>
2.5	identify and explain the concept of neutrality and evaluate its application to United States foreign policy decisions 1914-1917; (AP Theme: <i>America in the World</i>)	N.J. CCS #7. <i>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.</i>
2.6	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; (AP Theme: <i>America in the World</i>)	<u>Examples of Primary and Secondary Sources for Unit II.</u> Debate of Imperialists versus Anti-Imperialists (AP Skill - <i>Claims and Evidence</i>) Primary sources: McKinley's Declaration of War, Beveridge's "March of the Flag", the Roosevelt Corollary, etc. (AP Skill - <i>Sourcing and Situation</i>) Eugene Debs and the Sedition Act Readings from <u>Eyewitness</u> on African-Americans in World War I. Readings on Summit during World War I.
2.7	analyze the effects of modern war on both soldiers and civilians; (AP Theme: <i>American Culture</i>)	
2.8	evaluate events of the 1919 Versailles conference and factors contributing to the U.S. rejection of the League of Nations; (AP Theme: <i>America in the World</i>)	
2.9	evaluate the political and economic impact of imperialism on the United States. (AP Theme: <i>America in the World</i>)	<u>Instructional Strategies:</u> Analysis: "Over There" by George Cohan; "I Have a Rendezvous with Death" by Alan Seeger Interpretation: Causes of the Spanish-American War (AP Skill <i>Claims and Evidence</i>) Irish HTS IN27 Propaganda Posters for World War I (AP Skill <i>Claims and Evidence</i>) TCFL Book 3 p 42 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.

	<p>PBS Learning Media:</p> <p>“The Great War and Women’s Suffrage” (American Experience)</p> <p>“Emma Goldman” (American Experience)</p> <p>“The Great Migration” (NJ Then and Now)</p> <p>N.J. 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 <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>N.J. 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.</p> <p>N.J. 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., <i>The Federalist</i>, presidential addresses).</p>
<p>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.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation: students will learn that improvements in technology can lead to increased destruction.</p> <p>Critical Thinking and Problem Solving/Culturally Responsive Teaching: students will debate imperialism and consider how to incorporate new U.S. possessions.</p> <p>Information Literacy and Media Literacy: students will consider the tactics used by the “4 Minute Men” and the CPI.</p> <p>21st Century Themes:</p> <p>Financial, Economic, Business, and</p>

	<p>Entrepreneurial Literacy: students will consider the impact of overproduction and the need for new markets on imperialism.</p> <p>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.</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
--	---

Unit 3: Prosperity, Depression, and Total War: 1920-1945 (8 weeks)

Standard 6.1 (Social Studies)	
<p>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.</p>	
<p>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.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 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? 	<p>Students will understand that...</p> <ol style="list-style-type: none"> 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. 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

<p>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.</p> <p>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.</p> <p>5. To what extent were the values and principles of American economy and democratic process changed during the New Deal?</p>	<p>influence immigration policy, including the economy, international politics, etc.</p> <p>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.</p> <p>4. 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?</p> <p>5. The U.S. economy became more dependent upon government spending. Citizens became more dependent on government involvement.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will master following 2020 NJ Student Learning Standards:	<p>Instructional Focus:</p> <p>A. The Roaring Twenties B. The Great Depression and the New Deal C. World War II</p> <p><u>Sample Assessments:</u></p> <p>AP style multiple-choice and essay questions.</p> <p>Past LEQ and DBQ essay topics:</p> <p>2017 - Evaluate the extent to which the ratification of the Nineteenth Amendment to the Constitution, which guaranteed women the right to vote, marked a turning point in United States women’s history. (<i>Historical Reasoning Process - Continuity and Change; Historical Thinking Skill - Argumentation</i>)</p> <p>1999 - In what ways did economic conditions and developments in the arts and entertainment help create the reputation of the 1920s as the Roaring Twenties? (<i>Historical Thinking Skill #1 and #5</i>)</p>
<p>6.1.12.CivicsHR.8.a - Immigration Restrictions</p> <p>6.1.12.GeoHE.8.a - Environmental Impact of Migration Patterns</p> <p>6.1.12.EconET.8.a - Rise of Consumer Economy</p> <p>6.1.12.EconNM.8.a - Causes of the Great Migration</p> <p>6.1.12.HistoryCC.8.a - Effects of Great Migration</p> <p>6.1.12.HistoryCC.8.b - Impact of Government Policies on Business and Consumer</p> <p>6.1.12.HistoryCC.8.c - Harlem Renaissance</p> <p>6.1.12.GeoHE.9.a - Agriculture and the Great Depression</p> <p>6.1.12.EconNE.9.a - Economic Indicators</p> <p>6.1.12.EconNE.9.b - Causes of the Stock Market Crash</p> <p>6.1.12.EconNE.9.c - Impact of Government Policies on the Economy</p>	

<p>6.1.12.EconNE.9.d - Components of a Market Economy</p> <p>6.1.12.A.9.a - How Government Policies Contributed to the Great Depression</p> <p>6.1.12.HistoryCA.9.a - The Global Depression</p> <p>6.1.12.HistoryUP.9.a - Impact of Great Depression on Ethnic and Racial Minorities</p> <p>6.1.12.Civics.PR.10.a - The Supreme Court and the Great Depression</p> <p>6.1.12.CivicsPR.10.b - Government Response to the Great Depression</p> <p>6.1.12.GeoHE.10.a - The New Deal and the Environment</p> <p>6.1.12.EconEM.10.a - Impact of the Expanded Role of Government</p> <p>6.1.12.EconNM.10.a - Effectiveness of Regulations</p> <p>6.1.12.EconNM.10.b - Contrasting Economic Ideologies</p> <p>6.1.12.HistoryCA.10.a - Role of Individuals in Shaping Policies</p> <p>6.1.12.HistoryCA.10.b - Impact of New Deal Public Works and Arts Programs</p> <p>6.1.12.HistoryCA.10.c - How Other Nations Responded to the Great Depression</p> <p>6.1.12.CivicsDP.11.a - Japanese Internment</p> <p>6.1.12.CivicsHR.11.a - Response of the U.S. to the Holocaust</p> <p>6.1.12.CivicsHR.11.b - The Creation of the United Nations</p> <p>6.1.12.EconET.11.a - Transition to a Wartime Economy</p> <p>6.1.12.EconNM.11.a - Scientific Advancements</p> <p>6.1.12.HistoryCC.11.a - Nuclear Arms Race</p> <p>6.1.12.HistoryCA.11.a - Role of New Jersey in WWII</p> <p>6.1.12.HistoryCA.11.b - International Agreements</p> <p>6.1.12.HistoryCC.11.b - Impact of Alliances</p> <p>6.1.12.HistoryCC.11.c - Experiences of Women, African Americans, Native Americans and other groups</p> <p>6.1.12.HistoryCC.11.d - Varying Perspectives of the Holocaust</p> <p>6.1.12.HistoryCA.7.c: - Evaluate the American government's response to the rise of</p>	<p>2001 - Describe and account for the rise of nativism in U.S. society from 1900 to 1930. <i>(Historical Reasoning Skill - Causation; Historical Thinking Skill #5 - Making Connections)</i></p> <p>2006 B - How did TWO of the following help shape American national culture in the 1920s ?</p> <ul style="list-style-type: none"> ● Advertising ● Entertainment ● Mass production <p><i>(Historical Thinking Skill #5 - Making Connections)</i></p> <p>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? <i>(Historical Thinking Skill #6 - Argumentation)</i></p> <p>DBQ 2004 B - How and for what reasons did United States foreign policy change between 1920 and 1941? <i>(Historical Reasoning Skill - Continuity and Change; Historical Thinking Skill - #1 and #5)</i></p> <p>*****</p> <p>N.J. CCS #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>N.J. CCS #4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>N.J. 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.</p> <p>*****</p> <p><u>Examples Primary and Secondary Sources for Unit III</u></p>
--	--

<p>authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).</p>	
<p>Objectives Upon completion of the unit, students will be able to:</p> <p>3.1 analyze the conflict between urban and rural cultures in the 1920s; (<i>AP Theme: American and Regional Culture</i>)</p> <p>3.2 analyze and evaluate the characteristics of the "New Culture" of the 1920's - consumerism, radio, new technology, role of women, big business, and Prohibition; (<i>AP Theme: American and Regional Culture</i>)</p> <p>3.3 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; (<i>AP Theme: American and Regional Culture</i>)</p> <p>3.4 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; (<i>AP Theme: Migration and Settlement</i>)</p> <p>3.5 examine the social, economic and political changes in the positions of and attitudes towards women and African Americans in the 1920s; (<i>AP Theme: Social Structures</i>)</p> <p>3.6 describe and evaluate the various experimental movements (such as Modernism) in American literature, art and music during the 1920s; (<i>AP Theme: American Culture</i>)</p>	<p>Mitchell Palmer: "The Case Against The Reds" (<i>Historical Thinking Skills #2 and #3</i>)</p> <p>Margaret Sanger: "The Morality of Birth Control" (<i>Historical Thinking Skill #2 and #3</i>)</p> <p>W.E.B. DuBois: "An Open Letter to Warren Harding" (<i>Historical Thinking Skill #2</i>)</p> <p>FDR' Fireside Chat on The Forgotten Man (<i>Historical Thinking Skill #2</i>)</p> <p>FDR on Social Security (<i>Historical Thinking Skill #2</i>)</p> <p>"It's a Great Life" (A Negro in the CCC) (<i>Historical Thinking Skill #2</i>)</p> <p>Eleanor Roosevelt: "What Ten Million Women Want" (<i>Historical Thinking Skill #2</i>)</p> <p>Winston Churchill: "The Lights Are Going Out in Europe" (<i>Historical Thinking Skill #2</i>)</p> <p>Charles Lindbergh: "Neutrality and War" (<i>Historical Thinking Skill #2</i>)</p> <p>FDR's Pearl Harbor Address to the Nation (<i>Historical Thinking Skill #2</i>)</p> <p>Albert Einstein's Letter to FDR (<i>Historical Thinking Skill #2</i>)</p> <p>FDR's Four Freedoms Speech (<i>Historical Thinking Skill #2</i>)</p> <p>(Above sources can be found in the Salem Press Database)</p> <p>Readings from Collins on women in the 1920s; primary sources on Immigration Act of 1924; literature from the Harlem Renaissance;</p> <p>Reading from Cunningham on New Jersey in the Great Depression and New Deal.</p>

<p>3.7 explain and analyze the philosophy and programs of the Republican administrations of the 1920's in both domestic and foreign policy; (<i>AP Theme: Politics and Power</i>)</p> <p>3.8 evaluate the causes of the Great Depression and describe the efforts of the Hoover Administration to deal with it; (<i>AP Theme: Work, Exchange and Technology, and Politics and Power</i>)</p> <p>3.9 evaluate the impact of New Deal programs and World War II on presidential power, the role of government and the economy; (<i>AP Theme: Politics and Power</i>)</p> <p>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; (<i>AP Theme: Politics and Power</i>)</p> <p>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; (<i>AP Theme: American and Regional Culture</i>)</p> <p>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; (<i>AP Theme: American and Regional Culture</i>)</p> <p>3.13 identify and explain the key foreign policy developments of the interwar period; focusing on attempts at neutrality; (<i>AP Theme: America and the World</i>)</p>	<p><u>Instructional Strategies:</u></p> <p>Eyewitness Accounts of the 1920s (<i>AP Skill Sourcing and Situation</i>) TCFL Book 3 p53</p> <p>1920s Traditionalists v Modernists (<i>AP Skill Claims and Evidence</i>) TCFL Book 3 Lesson 9 p 65</p> <p>Isolationism: Fact or Revisionist Background (<i>AP Skill Argumentation</i>) TCFL Book 3 Lesson 10 p 73</p> <p>Causes of the Great Depression (<i>AP Skill Causation</i>) TCFL Book 3 Lesson 8 p 61-</p> <p>Interpretation: Assessment of the New Deal (<i>AP Skill Claims and Evidence</i>) Irish HTS IN34-35</p> <p>Causes of World War II (<i>AP Skill Causation</i>) TCFL Book 3 Lesson 11 p 81</p> <p>Art Analysis: “House by the Railroad” and other works by Edward Hopper</p> <p>PBS Learning Media:</p> <p>“The Roosevelts”</p> <p>“The Dust Bowl”</p> <p>“Prohibition”</p> <p>“Going Back to T-Town” (American Experience)</p> <p>“The Red Scare” (American Experience)</p> <p>“G.I. Jews” (American Experience)</p> <p>CCS #6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
--	--

<p>3.14 explain and analyze the rise of fascism and militarism in Japan, Italy, and Germany; (<i>AP Theme: America and the World</i>)</p> <p>3.15 analyze and describe the ways in which the United States fought a global war in Europe, the Mediterranean, and in the Pacific; (<i>AP Theme: America and the World</i>)</p> <p>3.16 evaluate the impact of World War II on the homefront; focusing on women, the family, and minorities; (<i>AP Theme: Social Structures</i>)</p> <p>3.17 compare the impact of World War II on civil liberties (Japanese internment) with the limitations imposed during World War I; (<i>AP Theme: Social Structures</i>)</p> <p>3.18 identify and explain migrations within the United States during the Great Depression and World War II; (<i>AP Theme: Migration and Settlement</i>)</p> <p>3.19 analyze changes in the power and popularity of labor unions from the 1920s through World War II; (<i>AP Theme: Work, Exchange and Technology</i>)</p> <p>3.20 explain, analyze, and evaluate key wartime diplomatic aims and key issues discussed at wartime conferences; (<i>AP Theme: America and the World</i>)</p> <p>3.21 evaluate the U.S. reaction to the Holocaust during and after World War II. (<i>AP Theme: America and the World</i>)</p>	<p>CCS #9. Analyze seminal U.S. documents of historical and literary significance (e.g., Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>Interdisciplinary Connections/Culturally Responsive Teaching: Students will utilize works read in English class from the Harlem Renaissance</p> <p>Media Literacy Integration: Students will consider the impact of radio and movies on culture and politics in this era.</p> <p>Global Perspectives: Reaction to the growth of socialism, the Great Depression, the Holocaust, and other events show the world’s growing interdependence.</p> <p>21st Century Skills:</p> <p>Critical Thinking and Problem Solving: examining reactions to the Great Depression and the Holocaust.</p> <p>Media Literacy: Students will consider the impact of radio and movies on culture and politics in this era.</p> <p>Life and Career Skills: Discussions on how to address prejudice and bullying.</p> <p>21st Century Themes:</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy: The Great Depression</p> <p>Civic Literacy: The role of a citizen in opposing immoral policies and the responsibility of citizens to serve (the draft).</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
<p>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.</p>	

Unit 4: America as a Global Power: Foreign Policy and Domestic Issues 1945-1960 (7 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 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.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Essential Questions: 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? 2. To what extent was the 1950s affluence and conformity a mirage for underlying social tensions?	Students will understand that... 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.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will master following 2020 NJ Student Learning Standards: 6.1.12.EconNE.12.a - Perspectives on the Space Race 6.1.12.EconNE.12.a - Impact of Agricultural Innovation 6.1.12.EconEM.12.a - Postwar Economic Growth 6.1.12.HistoryCC.12.a - Intervention in Korea	Instructional Focus: A. Origins of the Cold War B. Limited War - Korea C. Postwar Domestic Policies and Problems D. Eisenhower - Moderate Republican <u>Examples of Primary and Secondary Sources for Unit 4:</u> Culturally Responsive Teaching:

<p>6.1.12.HistoryCC.12.b - Independence Movements in Africa, Asia, Latin America and the Middle East</p> <p>6.1.12.HistoryCC.12.c - The Red Scare</p> <p>6.1.12.HistoryCC.12.d - Nuclear Weapons and International Relations</p> <p>6.1.12.HistoryCC.12.e - Causes of the Cold War</p> <p>6.1.12.HistorySE.12.a - The United Nations</p> <p>6.1.12.HistorySE.12.b - The Arab-Israeli Conflict</p> <p>6.1.12.CivicsPI.13.a - New Jersey and the Civil Rights Movement</p> <p>6.1.12.CivicsDP.13.a - Government Policies and Civil Rights</p> <p>6.1.12.GeoPP.13.a - Internal Migration and Its Effects</p> <p>6.1.12.EconNE.13.a - Postwar Consumer Society</p> <p>6.1.12.EconEM.13.a - Economic Pressure and Civil Rights</p> <p>6.1.12.EconNE.13.a - Postwar Inflation</p> <p>6.1.12.HistoryCC.13.b - Changing role of women in the Labor Force</p> <p>6.1.12.HistoryCC.13.c - Impetus for the Civil Rights Movement</p> <p>6.1.12.HistoryUP.13.a - Culture and Conformity in the 1950s</p> <p>6.1.12.HistorySE.13.a - Women and the Family in the 1950s</p>	<p>Primary source readings on Little Rock from students (Little Rock 9) and President Eisenhower, plus documentary footage from the series “Eyes on the Prize”</p> <p>Primary sources and recent analyses regarding McCarthyism.</p> <p>Primary sources on foreign policy including the Truman Doctrine, the Marshall Plan, Kennan’s explanation of containment etc.</p> <p>Margaret Chase Smith; “Declaration of Conscience” speech</p> <p><u>Instructional Strategies:</u></p> <p>Truman v. MacArthur (<i>AP Skill Sourcing and Situation, AP Skill Claims and Evidence</i>) TCFL Book 3 p 115</p> <p>Cold War policy goals (<i>Periodization AP Skill Contextualization and AP Skill Making Connections</i>) TCFL Book 3 Lesson 15 p 125</p> <p>Economic Recovery after World War II (<i>AP Skill Argumentation</i>) TCFL Book 3 p 161</p> <p>Interpretation: McCarthyism (<i>AP Skill Claims and Evidence</i>) Irish HTS IN30</p>
<p>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.);(<i>AP Theme: America in the World</i>)</p> <p>4.2 describe the causes of, and participation in, the Korean War, and evaluate the consequences of participation in a limited war;(<i>AP Theme: America in the World</i>)</p>	<p>Turning Points: Levittown/Brown v Board/ Sputnik (<i>AP Skill Making Connections</i>) Irish HTS TP22</p> <p>PBS Learning Media:</p> <p>“The Lavender Scare”</p> <p>“McCarthy” (American Experience)</p> <p>“The Cold War” (American Experience)</p> <p>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</p>

4.3	explain, analyze, and evaluate the effectiveness of the policy of containment as used by the Truman Administration; (<i>AP Theme: America in the World</i>)	uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
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; (<i>AP Theme: Work, Exchange and Technology</i>)	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., <i>The Federalist</i>, presidential addresses).
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 of McCarthyism."; (<i>AP Theme: American and National Identity</i>)	<u>Sample Assessments:</u>
4.6	analyze and evaluate Eisenhower's economic, social, and political policies; (<i>AP Theme: Politics and Power</i>)	<u>Past LEQ and DBQ essay topics:</u> 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. Analyze the critiques of American society made by TWO of the following . <ul style="list-style-type: none"> ● Youth ● Civil Rights Activists ● Intellectuals (<i>AP Historical Thinking Skill - Contextualization</i>)
4.7	evaluate the post-Korean War foreign policy objectives and implementation under Eisenhower and Dulles; (<i>AP Theme: America in the World</i>)	
4.8	identify, explain, and analyze key events in the Cold War in Asia, focusing on China, Korea, Vietnam and Japan; (<i>AP Theme: America in the World</i>)	2003 - Compare and contrast United States society in the 1920s and 1950s with respect to TWO of the following: <ul style="list-style-type: none"> ● race relations ● role of women ● consumerism (<i>AP Reasoning Skill - Comparison</i>)
4.9	evaluate the impact of the Cold War on U.S. society; focusing on education, science, medicine, technology, and the family; (<i>AP Theme: American and Regional Culture</i>)	
4.10	analyze the transition from wartime alliances to new patterns of global conflict and cooperation, including the development of NATO, SEATO, etc.; (<i>AP Theme: America in the World</i>)	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. <ul style="list-style-type: none"> ● Wars ● Literature and/or popular culture ● Medical and/or technological advances (<i>AP Historical Thinking - Making Connections</i>)

<p>4.11 analyze political trends in post war America, including major United States Supreme Court decisions of the 1950s;(<i>AP Theme: Politics and Power</i>)</p> <p>4.12 identify, explain, and analyze the reasons for the emergence of the modern Civil Rights movement in the 1950s; (<i>AP Theme: Social Structures</i>)</p> <p>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;(<i>AP Theme: Social Structures</i>)</p> <p>4.14 evaluate if the 1950s was truly a time of “consensus and conformity.”(<i>AP Theme: American and Regional Culture</i>)</p>	<p>DBQ 2014 - How and why did the goals of United States foreign policy change from the end of the First World War (1918) to the end of the Korean War (1953) ?(<i>AP Historical Thinking - Developments and Processes</i>)</p> <p>2002 - Compare and contrast U.S. foreign policy after the First World War and after the Second World War. Consider the periods 1919-1928 and 1945 – 1950.(<i>AP Reasoning Process - Comparison</i>)</p> <p>2010B - Analyze the effects of the Vietnam War on TWO of the following in the United States in the period from 1961 to 1975.</p> <ul style="list-style-type: none"> • The presidency • Americans between 18 and 35 • Cold War diplomacy <p>(<i>AP Historical Thinking Skill: Making Connections</i>)</p> <p>2012 - Compare and contrast the Cold War foreign policies of TWO of the following presidents.</p> <ul style="list-style-type: none"> • Harry Truman (1945–1953) • Dwight Eisenhower (1953–1961) • Richard Nixon (1969–1974) <p>(<i>AP Historical Reasoning: Comparison</i>)</p> <p>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 ?(<i>AP Historical Thinking Skill: Developments and Processes</i>)</p> <p>DBQ 2006 B - Analyze developments from 1941 to 1949 that increased suspicion and tension between the United States and the Soviet Union.(<i>AP Historical Thinking Skill: Argumentation</i>)</p> <p>N.J. CCS #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p>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.</p>	

	<p>N.J. CCS #4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p>N.J. CCS #7. <i>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.</i></p> <p>CCS #9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Interdisciplinary Connections: importance of science and math education in response to the launch of Sputnik.</p> <p>Global Perspectives: impact of the Cold War on the current economies of eastern Europe.</p>
	<p>21st Century Skills: Critical Thinking and Problem Solving: analyze Cold War tensions and consider if/how these might have been resolved.</p> <p>Media Literacy: consider the role of television in creating support for the Civil Rights movement.</p> <p>21st Century Themes: Financial, Economic, Business, and Entrepreneurial Literacy: identify reasons for widespread prosperity.</p> <p>Civic Literacy: discuss the role of citizens in protecting the rights of others.</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>

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 <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 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. ever fairly balance majority rule with minority rights? 4. Are there limits to government activity in the economy? Society? If so, how are these determined? 	<p>Students will understand that...</p> <ol style="list-style-type: none"> 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.(Culturally Responsive Teaching) 2. The Vietnam War and the Civil Rights movement influenced U.S. relations with developing nations. Détente improved relations between the U.S., the U.S.S.R., and China. 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)	Examples, Outcomes, Assessments
<p>Students will master following 2020 NJ Student Learning Standards:</p>	<p>Instructional Focus:</p> <ol style="list-style-type: none"> A. Kennedy Administration B. Johnson Administration C. Civil Rights D. Vietnam
<p>6.1.12.EconNE.12.a: Explain the</p>	

<p>implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.</p> <p>6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p> <p>6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Vietnam War and other conflicts.</p> <p>6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.</p> <p>6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism and their impact on individual civil liberties.</p> <p>6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.</p> <p>6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p> <p>6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, and Roe v. Wade).</p> <p>6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led</p>	<p>E. Nixon's and Ford's Administrations</p> <p>F. A Changing American Society</p> <p><u>Examples of Primary and Secondary Sources for Unit 5:</u></p> <p>“Jane Roe Rallies for Pro-Choice” and “Opponents to Fight Ruling” (from Historical Newspapers database) (<i>AP Skill #3 - Claims and Evidence</i>)</p> <p>“Colleges React to Four Deaths at Kent State” “General Calls Kent Shooting ‘Self-Survival’” (from Historical Newspapers database) (<i>AP Skill #3 - Claims and Evidence</i>)</p> <p>Primary source documents regarding the Cuban Missile Crisis and video segment from “The Fog of War.”</p> <p>Primary source readings and documentary footage of the Newark riots.</p> <p>Continuity and Change over Time: Civil Rights 1948-1971 (<i>AP Skill Making Connections</i>) Irish HTS CT14</p> <p>Malcolm X documents (<i>AP Skill Contextualization</i>) Threads p 144</p> <p>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.</p> <p><u>Past LEQ and DBQ essay topics:</u> 2005 - Analyze the extent to which TWO of the following transformed American society in the 1960s and 1970s.</p> <ul style="list-style-type: none"> ● The Civil Rights movement
---	---

<p>to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.</p> <p>6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.</p> <p>6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.</p> <p>6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat post- World War II inflation.</p> <p>6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).</p> <p>6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr. and Malcolm X during the Civil Rights Movement and evaluate their legacies.</p> <p>6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.</p> <p>6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.</p> <p>6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La</p>	<ul style="list-style-type: none"> • The antiwar movement • The women's movement. <p><i>(AP Historical Thinking Skill: Making Connections)</i></p> <p>LEQ 2019 - Evaluate the extent to which ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970. <i>(AP Historical Thinking Skill: Making Connections)</i></p> <p>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. <i>(AP Historical Thinking Skill: Argumentation)</i></p> <p>DBQ 2016 - Explain the causes of the rise of a women's rights movement in the period 1940–1975. <i>(AP Historical Thinking Skill: Development and Processes)</i></p> <p>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. <i>(AP Historical Thinking Skill: Making Connections)</i></p> <p>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. <i>(AP Historical Thinking Skill: Argumentation)</i></p> <p>DBQ 2021-Evaluate the extent to which economic growth led to changes in United States society in the period from 1940 to 1970.<i>(AP Historical Thinking Skill: Development and Processes)</i></p> <p>CCS #1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>
---	--

<p>Raza in their pursuit of civil rights and equal opportunities.</p> <p>6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</p> <p>6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.</p> <p>6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.</p> <p>6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.</p> <p>6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.</p> <p>6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.</p> <p>6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.</p>	<p>relevant and sufficient evidence.</p> <p>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.</p> <p><u>Instructional Strategies:</u></p> <p>US policy in Vietnam (<i>AP Skill Argumentation</i>) Choices activity</p> <p>The New Frontier and the Great Society (<i>AP Skill Contextualization</i>) TCFL Book 3 p 169</p> <p>LBJ's War on Poverty and other reforms (<i>AP Skill Contextualization</i>) Threads p 153</p> <p>Changes in the 1970s (<i>AP Skill Contextualization</i>) TCFL Book 3 p 215</p> <p>Nixon and Détente (<i>AP Skill Argumentation</i>) TCFL Book 3 Lesson 26 p 221</p> <p>Interdisciplinary Connections: use of <i>The Things They Carried</i> read in English class.</p> <p>Argumentation: Nixon and conservative agenda (<i>AP Skill Argumentation</i>) Irish HTS AR29</p> <p>Use of eminent domain in Manhattan Beach, CA https://www.latimes.com/california/story/2020-08-02/bruces-beach-manhattan-beach https://www.nbcnews.com/news/us-news/how-one-beach-city-s-racial-reckoning-putting-california-s-n1264571</p> <p>PBS Learning Media:</p> <p>“We Shall Remain” Episode 5 - AIM (American Experience)</p>
<p>Objectives:</p> <p>Upon completion of the unit, students will be able to:</p>	<p>“Chasing The Moon” (American Experience)</p>

5.1	identify, explain, and analyze the key developments in the battle for racial equality (review 1940s and 1950s), examine the factors responsible for gains made in the 1960s and 1970s;(<i>AP Theme: Social Structures</i>)	<p>“Vietnam” (PBS)</p> <p>“Freedom Summer” (American Experience)</p> <p>“Earth Days” (American Experience)</p> <p>Media Literacy Integration: use of documentaries and discussion of the power of editing.</p>
5.2	explain the consequences of key Supreme Court decisions and Congressional legislation with regard to civil rights;(<i>AP Theme: Politics and Power</i>)	<p>21st Century Skills:</p> <p>Critical Thinking and Problem Solving and Media Literacy: analyze various sources on Kent State and consider “what really happened.”</p>
5.3	identify the factors which were important in the election of 1960;(<i>AP Theme: Politics and Power</i>)	<p>21st Century Themes :</p> <p>Financial, Economic, Business, and</p>
5.4	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; (<i>AP Theme: America in the World</i>)	<p>Entrepreneurial Literacy: consider the role of the federal government and the Federal Reserve in influencing inflation.</p> <p>Civic Literacy: discuss the role of citizens and the media in checking the power of politicians.</p>
5.5	evaluate the domestic policies of the Kennedy and Johnson administrations for their attempts to deal with poverty and urban issues; (<i>AP Theme: Politics and Power</i>)	<p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
5.6	identify, explain, analyze, and evaluate the reasons for and events of United States involvement in Southeast Asia, 1946-1973;(<i>AP Theme: America in the World</i>)	
5.7	explain the process by which the United States withdrew from Southeast Asia;(<i>AP Theme: America in the World</i>)	
5.8	explain and analyze key Cold War confrontations of the 1960s in Asia, Latin America, and Europe;(<i>AP Theme: America in the World</i>)	

5.9	evaluate reasons for the rise of the antiwar movement and the counterculture;(AP Theme: American and Regional Culture)	
5.10	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;(AP Theme: Politics and Power)	
5.11	evaluate Nixon’s foreign policy, consider the role of Kissinger and the use of détente;(AP Theme: America in the World)	
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;(AP Theme: Politics and Power)	
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;(AP Theme: Politics and Power)	
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.);(AP Theme: Social Structures)	
5.17	identify and explain the reasons for and the nature of the women's movement;(AP Theme: Social Structures)	

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; (<i>AP Theme: Social Structures</i>)	
5.19	explain how and why policies related to the environment developed and changed from 1968 to 1980 (<i>AP Theme: Geography and the Environment</i>)	
5.20	analyze and evaluate the disparities between the ideal and reality in American politics and society.	
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)

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 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.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 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? 	<p>Students will understand that...</p> <ol style="list-style-type: none"> 1. More citizens have the right to vote and increased legal equality. Yet, citizens are less likely to participate in their government. 2. This issue has been discussed in previous units and there is no simple answer. It is an important question. 3. The United States spent decades trying to contain communism. Then in the 1990s the U.S. had to adapt to a multilateral world. The 9/11 attack changed the focus of U.S. foreign policy. 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.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will master following 2020 NJ Student Learning Standards: 6.1.12.CivicsPI.14.a Draw from multiple perspectives to evaluate the effectiveness and</p>	<p>Instructional Focus: A. Carter B. Reagan and Bush I C. Society and Change in the 1980s</p>

<p>fairness of the processes by which local, state, and national officials are elected.</p> <p>6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</p> <p>6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.</p> <p>6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.</p> <p>6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.</p> <p>6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.</p> <p>6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.</p> <p>6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.</p> <p>6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union</p>	<p>D. Clinton E. Bush II:</p> <p><u>Examples of Primary and Secondary Sources for Unit 6</u></p> <p>“Get Tougher with Iran, Angry Americans Roar” and “Iran Says America Seeks War” (from Historical Newspapers database) <i>(AP Historical Thinking Skill - Sourcing and Situation)</i></p> <p>“Edward Teller Supports SDI” and “Scientists Call ‘Star Wars’ a Fantasy” (from Historical Newspapers database) <i>(AP Historical Thinking Skill - Claims and Evidence)</i></p> <p>“Disabilities Act is Disabling” and “White House Fully Behind Rights Bill for Disabled” (from Historical Newspapers database) <i>(AP Historical Thinking Skill - Claims and Evidence)</i></p> <p>Primary sources from President Reagan, Jerry Falwell, and other leaders of the “New Right”: Ronald Reagan's First Inaugural Address <i>(AP Historical Thinking Skill - Sourcing and Situation)</i></p> <p>“The World Wide Web: A New Addiction?” and “World Wide Web: What Do People Think?” (from Historical Newspapers database) <i>(AP Historical Thinking Skill - Claims and Evidence in Sources)</i></p> <p>Review key sections of the Constitution regarding Presidential powers and impeachment.</p> <p>Interpretation: 1980s <i>(AP Skill Claims and Evidence)</i> Irish HTS IN30</p> <p>Interpretation: End of the Cold War <i>(AP Skill Claims and Evidence)</i> Irish HTS IN30</p>
---	--

<p>and determine how the fall influenced the global power structure.</p> <p>6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.</p> <p>6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil 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.</p> <p>6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p>6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.</p>	<p>N.J. 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.</p> <p><u>Sample Assessments for Unit 6</u></p> <p>AP style multiple-choice and essay questions.</p> <p><u>Past LEQ and DBQ essay topics:</u> Culturally Responsive Teaching: 2005 - Describe the patterns of immigration in TWO of the periods listed below. Compare and contrast the responses of Americans to immigration in these periods.</p> <ul style="list-style-type: none"> ● 1820 to 1860 ● 1880 to 1924 ● 1965 to 2000 <p>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.</p> <ul style="list-style-type: none"> ● Franklin Roosevelt (1936) ● Lyndon Johnson (1964) ● Richard Nixon (1972) ● Ronald Reagan (1984) <p>LEQ 2018 - Evaluate the extent to which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.</p> <p>2015 DBQ - Explain the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989.</p> <p>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:</p> <ul style="list-style-type: none"> ● Suburbanization ● The growth of the Sun Belt ● Immigration to the U.S.
<p>Objectives:</p>	

<p>Upon completion of the unit, students will be able to:</p> <p>6.1 explain changes in the American economy: the energy crisis, deindustrialization, increased use of technology, and the rise of a service economy;(<i>AP Theme: Work, Exchange, and Technology</i>)</p> <p>6.2 explain the social and economic successes and failures of the Carter administration; (<i>AP Theme: Politics and Power</i>)</p> <p>6.3 analyze the major foreign policy issues that confronted Carter and evaluate his approaches/reactions;(<i>AP Theme: America in the World</i>)</p> <p>6.4 explain reasons for the rise of the New Right and the “Reagan Revolution”;(<i>AP Theme: Politics and Power</i>)</p> <p>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;(<i>AP Theme: Politics and Power</i>)</p> <p>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;(<i>AP Theme: Politics and Power</i>)</p> <p>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;(<i>AP Theme: America in the World</i>)</p> <p>6.8 explain, analyze and evaluate the changing social climate of the 1980s to include urban issues, progress for</p>	<p>CCS #1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCS #8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Instructional Strategies:</p> <p>Global Perspectives: examine changing views of the United States after the Cold War and leading to the 9/11 attacks.</p>
---	--

	women and minorities, space exploration, health and educational issues, and the environment;(AP Theme: <i>American Culture</i>)	21 st Century Skills: Critical Thinking and Problem Solving: examine issues such as terrorism and consider potential solutions.
6.9	analyze and evaluate the reasons for the fall of the Soviet Union and how the end of the Cold War affected the United States;(AP Theme: <i>America in the World</i>)	Media Literacy: evaluate the role of the media in the Clinton administration scandals.
6.10	analyze the changes in U.S. foreign policy after the fall of the Soviet Union and the transition to a multilateral world;(AP Theme: <i>America in the World</i>)	21 st Century Themes: Financial, Economic, Business, and Entrepreneurial Literacy: evaluate the impact of government regulation and free trade (NAFTA) on the U.S. economy.
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;(AP Theme: <i>Politics and Power</i>)	S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
6.12	analyze and evaluate foreign policy actions and positions, including the struggle against terrorism and the Iraq War;(AP Theme: <i>America in the World</i>)	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.”
6.13	summarize and evaluate demographic changes at the end of the 20 th century: surge of immigration, Sunbelt migration, and the graying of America;(AP Theme: <i>Migration and Settlement</i>)	
6.14	explain and analyze the economic and social impact of revolutions in biotechnology, mass communication, and computers;(AP Theme: <i>Work, Exchange, and Technology</i>)	

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 7: Challenges and Opportunities in the 21st Century

Standard 6.3 (Social Studies) 6.3 Active Citizenship in the 21st Century: 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.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> 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 21 st 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 <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
1. What is an active ‘global’ citizen in the 21st century?	Students will understand that... An active ‘global’ citizen in the 21 st century is one who: <ul style="list-style-type: none"> • 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)
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments

(Cumulative Progress Indicators)	
<p>Students will master following 2020 NJ Student Learning Standards:</p> <p>6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</p> <p>6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.</p> <p>6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.</p> <p>6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.</p> <p>6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p> <p>6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on</p>	<p>Instructional Focus:</p> <p>A. Interdependence and Development B. Global Issues Facing the US in the 21st Century C. Local, State, and National Politics</p> <p>Sample Resources and Assessments: Oral History assignment regarding elections past and present. CCS #3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Research on current local, state, and national issues and elections. CCS #4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>There are no past FRQ and DBQ essays on these topics (also this unit is taught after students have taken the exam)</u></p> <p>Instructional Strategies: Culturally Responsive Teaching: Interdisciplinary Connections: students will incorporate music, art, and literature into a study of social history.</p> <p>Technology Integration: students may use audio and video technology to present various projects.</p>

<p>demographic, social, economic, and political issues.</p> <p>6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</p> <p>6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</p> <p>6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.</p> <p>6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.</p> <p>6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.</p> <p>6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and</p>	
--	--

<p>policies relating to refugees and asylum seekers.</p> <p>6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> <p>6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.</p> <p>6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.</p> <p>6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p> <p>6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.</p> <p>6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.</p> <p>6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</p> <p>6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of</p>	
--	--

<p>the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.</p> <p>6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</p> <p>6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p style="text-align: center;">Conceptual Objectives:</p> <ul style="list-style-type: none"> ● Develop a personal definition of what an active citizen in the 21st century is. 	
<p>Upon completion of the unit, students will be able to:</p> <p>7.1 identify and predict population trends within the U.S. and the world;</p> <p>7.2 interpret the impact of population trends on the world's natural resources and its ability to sustain a growing population;</p> <p>7.3 explain the impact of immigration on the ethnic and racial diversity of the American population using New Jersey as an example;</p> <p>7.4 identify the production and consumption of natural resources</p>	

	such as fossil fuels and timber throughout the world;	
7.5	evaluate the consequences to the environment of human "progress" including industrialization and technological innovation;	
7.6	define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade;	
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;	

<p>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;</p> <p>7.14 compare key past and present United States foreign policy actions and evaluate their consequences; consider the transition to multilateralism;</p> <p>7.15 evaluate the challenges of the 21st century, including technological growth, economic imbalance and social inequalities around the world;</p> <p>7.16 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.</p>	
<p>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.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation: students will utilize a variety of media to present projects.</p> <p>Critical Thinking and Problem Solving: students will analyze key issues in current events.</p> <p>Communication and Collaboration: students will discuss current events and share knowledge.</p> <p>Media Literacy: practice evaluation of websites in researching current events.</p> <p>Life and Career Skills: students will practice discussing issues calmly and respectfully.</p> <p>21st Century Themes Financial, Economic, Business, and</p>

	<p>Entrepreneurial Literacy: students will discuss current economic issues.</p> <p>Civic Literacy: students will become more informed citizens.</p> <p>Health Literacy: students will become more aware of current health issues.</p>
--	---

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.
- Ascertain 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 can 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.

AP Historical Thinking Skills Fall 2019

1. Development and Processes:

- Identify a historical concept, development, or process
- Explain a historical concept, development, or process

2. Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources.

- Identify a source's point of view, purpose, historical situation, and/or audience.
- Explain the point of view, purpose, historical situation, and/or audience of a source.
- Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

3. Claims and Evidence in Sources: Analyze arguments in primary and secondary sources.
 - A. Identify and describe a claim and/or argument in a text-based or non-text-based source.
 - B. Identify the evidence used in a source to support an argument.
 - C. Compare the arguments or main ideas of two sources.
 - D. Explain how claims or evidence support, modify, or refute a source's argument.
4. Contextualization: Analyze the context of historical events, developments, or processes.
 - A. Identify and describe a historical context for a specific historical development or process.
 - B. Explain how a specific historical development or process is situated within a broader historical context.
5. Making connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
 - A. Identify patterns among or connections between historical developments and processes.
 - B. Explain how a historical development or process relates to another historical development or process.
6. Argumentation:
 - A. Make a historically defensible claim.
 - B. Support an argument using specific and relevant evidence.
 - *Describe specific examples of historically relevant evidence.
 - *Explain how specific examples of historically relevant evidence support an argument
 - C. Use historical reasoning to explain relationships among pieces of historical evidence.
 - D. Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might
 - *Explain nuance of an issue by analyzing multiple variables.
 - *Explain relevant and insightful connections within and across periods.
 - *Explain the relative historical significance of a source's credibility and limitations.
 - *Explain how or why a historical claim or argument is or is not effective.

