

CURRICULUM

FOR

**ADVANCED
PLACEMENT
US HISTORY**

GRADES 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor of Literacy/Social Studies
Mrs. Stephanie Holobinko, Program Supervisor of ESL/Bilingual/Assessment

The Board acknowledges the following who contributed to the preparation of this curriculum.

Michael Celoski

Dr. Tiffany Lynch-Bear, Director of Curriculum and Instruction

Subject/Course Title:
Advanced Placement US History
Grades 9-12

Date of Board Adoptions:
New-April 21, 2015
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PACING GUIDE

Unit	Title	Pacing
1	Period 1: 1491-1607	3 weeks
2	Period 2: 1607-1754	4 weeks
3	Period 3: 1754-1800	5 weeks
4	Period 4: 1800-1848	5 weeks
5	Period 5: 1844-1877	5 weeks
6	Period 6: 1865-1898	5 weeks
7	Period 7: 1890-1945	5 weeks
8	Period 8: 1945-1980	5 weeks
9	Period 9: 1980-Present	3 weeks

ACCOMMODATIONS

504 Accommodations:

- ✓ Provide scaffolded vocabulary and vocabulary lists.
- ✓ Provide extra visual and verbal cues and prompts.
- ✓ Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- ✓ Provide links to audio files and utilize video clips.
- ✓ Provide graphic organizers and/or checklists.
- ✓ Provide modified rubrics.
- ✓ Provide a copy of teaching notes, especially any key terms, in advance.
- ✓ Allow additional time to complete assignments and/or assessments.
- ✓ Provide shorter writing assignments.
- ✓ Provide sentence starters.
- ✓ Utilize small group instruction.
- ✓ Utilize Think-Pair-Share structure.
- ✓ Check for understanding frequently.
- ✓ Have student restate information.
- ✓ Support auditory presentations with visuals.
- ✓ Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- ✓ Provide study sheets and teacher outlines prior to assessments.
- ✓ Quiet corner or room to calm down and relax when anxious.
- ✓ Reduction of distractions.
- ✓ Permit answers to be dictated.
- ✓ Hands-on activities.
- ✓ Use of manipulatives.
- ✓ Assign preferential seating.
- ✓ No penalty for spelling errors or sloppy handwriting.
- ✓ Follow a routine/schedule.
- ✓ Provide student with rest breaks.
- ✓ Use verbal and visual cues regarding directions and staying on task.
- ✓ Assist in maintaining agenda book.

IEP Accommodations:

- ✓ Provide scaffolded vocabulary and vocabulary lists.
- ✓ Differentiate reading levels of texts (e.g., Newsela).
- ✓ Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- ✓ Provide extra visual and verbal cues and prompts.
- ✓ Provide links to audio files and utilize video clips.
- ✓ Provide graphic organizers and/or checklists.
- ✓ Provide modified rubrics.
- ✓ Provide a copy of teaching notes, especially any key terms, in advance.
- ✓ Provide students with additional information to supplement notes.
- ✓ Modify questioning techniques and provide a reduced number of questions or items on tests.
- ✓ Allow additional time to complete assignments and/or assessments.
- ✓ Provide shorter writing assignments.
- ✓ Provide sentence starters.
- ✓ Utilize small group instruction.
- ✓ Utilize Think-Pair-Share structure.
- ✓ Check for understanding frequently.
- ✓ Have student restate information.
- ✓ Support auditory presentations with visuals.
- ✓ Provide study sheets and teacher outlines prior to assessments.
- ✓ Use of manipulatives.
- ✓ Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- ✓ Assign appropriate roles in collaborative work.
- ✓ Assign preferential seating.
- ✓ Follow a routine/schedule.

Gifted and Talented Accommodations:

- ✓ Differentiate reading levels of texts (e.g., Newsela).
- ✓ Offer students additional texts with higher Lexile levels.
- ✓ Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- ✓ Allow for independent reading, research, and projects.
- ✓ Accelerate or compact the curriculum.
- ✓ Offer higher-level thinking questions for deeper analysis.
- ✓ Offer more rigorous materials/tasks/prompts.
- ✓ Increase number and complexity of sources.
- ✓ Assign group research and presentations to teach the class.
- ✓ Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- ✓ Provide extended time.
- ✓ Assign preferential seating.
- ✓ Assign peer buddy who the student can work with.
- ✓ Check for understanding frequently.
- ✓ Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- ✓ Have student repeat directions.
- ✓ Make vocabulary words available during classwork and exams.
- ✓ Use study guides/checklists to organize information.
- ✓ Repeat directions.
- ✓ Increase one-on-one conferencing.
- ✓ Allow student to listen to an audio version of the text.
- ✓ Give directions in small, distinct steps.
- ✓ Allow copying from paper/book.
- ✓ Give student a copy of the class notes.
- ✓ Provide written and oral instructions.
- ✓ Differentiate reading levels of texts (e.g., Newsela).
- ✓ Shorten assignments.
- ✓ Read directions aloud to student.
- ✓ Give oral clues or prompts.

- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Period 1: 1491-1607

Target Course/Grade Level: AP U.S. History/Grades 10-12

Unit Summary: On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Approximate Length of Unit: Approximately 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 1. Colonization and Settlement (1585-1763)

- 6.1.12.CivicsPI.1.a:** Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.CivicsPD.1.a:** Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.GeoGI.1.a:** Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resource).
- 6.1.12.EconGE.1.a:** Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.HistoryCC.1.a:** Assess the impact of the interactions and conflicts between native groups and North American settlers.

Career Readiness, Life Literacies, and Key Skills:

- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- 9.1.12.A.5.** Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.8.** Analyze different forms of currency and how currency is used to exchange goods and services.
- 9.1.12.A.11.** Explain the relationship between government programs and services and taxation.
- 9.1.12.D.2.** Assess the impact of inflation on economic decisions and lifestyles.
- 9.1.12.D.12.** Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
- 9.1.12.F.1.** Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
- 9.1.12.F.2.** Assess the impact of emerging global economic events on financial planning.
- 9.1.12.F.3.** Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
- 9.2.12.C.4.** Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

- RI.9-10.1.** Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.7.** Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
- W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.7. 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.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Grades 9-10:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
- Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

Unit Essential Questions:

- What is history? Where should the story begin (for the U.S. history course and for each student)?
- How do we evaluate the importance of events and people in history?
- What are the themes of this course?
- What were some of the major groups of Native Americans before contact?
- Why did Europeans colonize the Americas?
- How did the Columbian Exchange affect Europe, Africa, and North America? How did it affect interaction between and among Europeans, Africans, and Native Americans?
- How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?

Knowledge and Skills:

Students will know...

- The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.
- Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.
- In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.
- Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.
- European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.
- The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.
- Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.
- Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.
- In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.
- European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining. (AAH)
- The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.
- In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.
- Mutual misunderstanding between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

- As European encroachments on Native American’s lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.
- Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans. (AAH)

Students will be able to...

- Explain the context for European encounters in the Americas from 1491 to 1607.
- Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.
- Explain the causes of exploration and conquest of the New World by various European nations.
- Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
- Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.
- Explain how and why European and Native American perspectives of others developed and changed in the period.
- Explain the effects of the development of transatlantic voyages from 1491 to 1607.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Unit Tests
- Chapter Quizzes
- Essays
- Homework
- Anticipatory Sets
- Reflection Questions
- Class Discussion
- Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Fishbowl
- Graphic Organizer
- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/Peer Revision
- Socratic Seminar
- Think-Pair-Share

RESOURCES

Teacher Resources:

- AP U.S. History Course and Exam Description
- Textbook
- Supplemental Readings
- Practice Exams
- AP Classroom
- Khan Academy

Equipment Needed:

- Laptops
- Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Period 2: 1607-1754

Target Course/Grade Level: AP U.S. History/Grades 10-12

Unit Summary: European and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

Approximate Length of Unit: Approximately 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 1. Colonization and Settlement (1585-1763)

6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resource).

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

- W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

- RI.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.7.** 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.
- RI.11-12.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:
Grades 9-10:**

- RH.9-10.1.** Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3.** Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6.** Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8.** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- WHST.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.
- The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

Unit Essential Questions:

- What factors led to the creation and development of distinct Spanish, French, English, and Dutch colonial regions in North America?
- How did relations between Spanish, French, and Dutch colonists and Native Americans evolve over time?
- What factors led to the creation and development of distinct colonial regions in British North America?
- How did relations between English colonists and Native Americans evolve over time?
- How did cultural values and conceptions of group identity and autonomy emerge out of cultural interactions between British government officials, British colonists, Africans, and Native Americans?
- How and why did slavery develop in the British colonies? (AAH)
- What factors shaped the development of Native American society after contact with the Europeans in North America?
- How were changing religious ideals, Enlightenment beliefs, and republican perspective influenced by Atlantic World exchanges? How did these ideas and beliefs shape colonial identity, politics, culture, and society?

Knowledge and Skills:

Students will know...

- Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society. (AAH)
- French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.
- English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.
- The Chesapeake and North Carolina colonies grew prosperous exporting tobacco – a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans. (AAH)
- The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.
- The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.
- The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy. (AAH)
- Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.
- An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor. (AAH)
- Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.

- The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.
- Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.
- British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.
- American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.
- All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies. (AAH)
- As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.
- Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion. (AAH)
- The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.
- The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.
- The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.
- Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

Students will be able to...

- Explain the context for the colonization of North America from 1607 to 1754.
- Explain how and why various European colonies developed and expanded from 1607 to 1754.
- Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.
- Explain causes and effects of transatlantic trade over time.
- Explain how and why interactions between various European nations and American Indians changed over time.
- Explain the causes and effects of slavery in the various British colonial regions. (AAH)
- Explain how enslaved people responded to slavery. (AAH)
- Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.
- Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.
- Compare the effects of the development of colonial society in the various regions of North America.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Unit Tests
- Chapter Quizzes
- Essays
- Homework
- Anticipatory Sets
- Reflection Questions
- Class Discussion
- Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Close Reading
- Create Representations
- Critique Reasoning
- Debate

- ✓ Debriefing
- ✓ Discussion Group
- ✓ Fishbowl
- ✓ Graphic Organizer
- ✓ Guided Discussion
- ✓ Jigsaw
- ✓ Look for a Pattern
- ✓ Making Connections
- ✓ Match Claims and Evidence
- ✓ Quickwrite
- ✓ Self/Peer Revision
- ✓ Socratic Seminar
- ✓ Think-Pair-Share

RESOURCES

Teacher Resources:

- ✓ AP U.S. History Course and Exam Description
- ✓ Textbook
- ✓ Supplemental Readings
- ✓ Practice Exams
- ✓ AP Classroom
- ✓ Khan Academy

Equipment Needed:

- ✓ Laptops
- ✓ Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Period 3: 1754-1800

Target Course/Grade Level: AP U.S. History/Grades 10-12

Unit Summary: British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

Approximate Length of Unit: Approximately 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era. 2. Revolution and the New Nation (1754-1820s)

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional difference while also striving to create an American identity.

6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reason against them.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

- 9.1.12.A.5.** Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.8.** Analyze different forms of currency and how currency is used to exchange goods and services.
- 9.1.12.A.11.** Explain the relationship between government programs and services and taxation.
- 9.1.12.D.2.** Assess the impact of inflation on economic decisions and lifestyles.
- 9.1.12.D.12.** Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
- 9.1.12.F.1.** Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
- 9.1.12.F.2.** Assess the impact of emerging global economic events on financial planning.
- 9.1.12.F.3.** Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
- 9.2.12.C.4.** Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

- RI.9-10.1.** Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.7.** Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
- W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

- RI.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.7.** 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.
- RI.11-12.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Grades 9-10:

- RH.9-10.1.** Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3.** Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6.** Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8.** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- WHST.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.
- The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.
- Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

Unit Essential Questions:

- How did the French and Indian War affect the Native American population and the relations between Britain and its colonies?
- How did conceptions of American identity and democratic ideals emerge and shape the movement for independence?
- Why did the colonists rebel against Britain?
- How did democratic and republican ideals and emerging conceptions of American identity lead to the Declaration of Independence and the development of American political institutions?
- What was the immediate and long-term significance of the Declaration of Independence?
- How did the Declaration of Independence shape belief systems and independence movements in the Atlantic World?
- Why did the rebels win the war for independence?
- How did democratic and republican values and competing conceptions of national identity affect the development and success of the Articles of Confederation? How did these factors affect the development and ratification of the Constitution?
- How and why did the first major party system develop in the early Republic?
- What were Alexander Hamilton and Thomas Jefferson's competing conceptions of national identity, foreign policy, and the future of America?

Knowledge and Skills:

Students will know...

- Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French-Indian trade networks and American Indian autonomy.
- Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.
- After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.
- The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.
- Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.
- The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.
- In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.
- Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.
- The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's *Common Sense* and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.
- Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.
- During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments. (AAH)
- In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "republican motherhood" gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.
- The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.
- Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.
- The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.
- As settlers moved westward during the 1780s, Congress enacted the Northwest ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory. (AAH)
- Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution.
- The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808. (AAH)
- In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.
- Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.
- The U.S. government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.
- War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.
- The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.
- An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.
- During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.
- Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties – most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.
- George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.
- New forms of national culture developed in the United States alongside continued regional variations.
- Ideas about national identity increasingly found expression in works of art, literature, and architecture.
- Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the United States and Britain.

- As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.
- The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery. (AAH)

Students will be able to...

- Explain the context in which America gained independence and developed a sense of national identity.
- Explain the causes and effects of the Seven Years' War (the French and Indian War).
- Explain how British colonial policies regarding North America led to the Revolutionary War.
- Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.
- Explain how various factors contributed to the American victory in the Revolution.
- Explain the various ways the American Revolution affected society.
- Describe the global impact of the American Revolution.
- Explain how different forms of government developed and changed as a result of the Revolutionary Period.
- Explain the differing ideological positions on the structure and function of the federal government.
- Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.
- Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.
- Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.
- Explain the continuities and changes in American culture from 1754 to 1800.
- Explain how and why migration and immigration to and within North America caused competition and conflict over time.
- Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800. (AAH)
- Explain how the American independence movement affected society from 1754 to 1800.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Unit Tests
- Chapter Quizzes
- Essays
- Homework
- Anticipatory Sets
- Reflection Questions
- Class Discussion
- Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Fishbowl
- Graphic Organizer
- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/Peer Revision
- Socratic Seminar
- Think-Pair-Share

RESOURCES

Teacher Resources:

- ✓ AP U.S. History Course and Exam Description
- ✓ Textbook
- ✓ Supplemental Readings
- ✓ Practice Exams
- ✓ AP Classroom
- ✓ Khan Academy

Equipment Needed:

- ✓ Laptops
- ✓ Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Period 4: 1800-1848

Target Course/Grade Level: AP U.S. History/Grades 10-12

Unit Summary: The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Approximate Length of Unit: Approximately 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 3. Expansion and Reform (1801-1861)

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failure of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance.)

6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.CivicsDP.3.c: Examine the rights of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.HistoryCA.3.b: Use primary resources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.7. 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.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Grades 9-10:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.
- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.
- Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.
- The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

Unit Essential Questions:

- To what extent did Thomas Jefferson's presidency shape conceptions of national identity as expressed in the development of political institutions and cultural values?
- How did the debates over national identity affect U.S. expansionism and relations with foreign powers and Native Americans?
- How did westward migration lead to political and social conflicts (both domestically and with foreign powers and Native Americans), and how did it affect the Native Americans?
- How were competing conceptions of national and regional identity expressed in the development of political institutions and cultural values after the War of 1812?
- How did geography and developments in transportation affect migration, the economy, and the development of different regions of North America?
- What were the most important factors that led to the Industrial Revolution and the market revolution?
- How did the Industrial Revolution shape labor systems, society, and workers' lives?
- How did democratic and republican values and competing conceptions of national identity affect political debates, the development of the second party system, and the formation of regional identities?
- How did enslaved African Americans develop a sense of group identity and resist the institution of slavery? (AAH)
- How did economic, political, social, and ethnic factors shape the formation of a Southern identity?
- How did reformers use (a) conceptions of national identity, (b) democratic ideals, and (c) philosophical, moral, and scientific ideas to challenge the dominant economic and social order? How successful were these reform movements?

Knowledge and Skills:

Students will know...

- In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.
- Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.
- Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.
- Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy. (AAH)
- Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.
- Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery. (AAH)
- Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
- The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.
- Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.
- Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.
- Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South.
- Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.
- Large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.
- The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite, but also to a large and growing population of laboring poor.
- Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets.
- Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.
- The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.
- By the 1820s and 1830s, new political parties arose – the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay – that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.
- Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.
- A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.
- Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.
- The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.
- The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements.
- Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.
- Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights. (AAH)
- Antislavery movements increased in the North. (AAH)
- A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.
- Antislavery efforts in the South were largely limited to unsuccessful slave rebellions. (AAH)
- Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status. (AAH)
- In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life. (AAH)
- Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.
- As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow. (AAH)

Students will be able to...

- Explain the context in which the republic developed from 1800 to 1848.
- Explain the causes and effects of policy debates in the early republic.
- Explain how different regional interests affected debates about the role of the federal government in the early republic.
- Explain how and why American foreign policy developed and expanded over time.
- Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.
- Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.

- Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.
- Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.
- Explain how and why a new national culture developed from 1800 to 1848.
- Explain the causes of the Second Great Awakening.
- Explain how and why various reform movements developed and expanded from 1800 to 1848.
- Explain the continuities and changes in the experience of African Americans from 1800 to 1848. (AAH)
- Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.
- Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Unit Tests
- Chapter Quizzes
- Essays
- Homework
- Anticipatory Sets
- Reflection Questions
- Class Discussion
- Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Fishbowl
- Graphic Organizer
- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/Peer Revision
- Socratic Seminar
- Think-Pair-Share

RESOURCES

Teacher Resources:

- AP U.S. History Course and Exam Description
- Textbook
- Supplemental Readings
- Practice Exams
- AP Classroom
- Khan Academy

Equipment Needed:

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- Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Period 5: 1844-1877

Target Course/Grade Level: AP U.S. History/Grades 10-12

Unit Summary: As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war – the course and aftermath of which transformed American society.

Approximate Length of Unit: Approximately 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 3. Expansion and Reform (1801-1861)

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failure of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance.)

6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.CivicsDP.3.c: Examine the rights of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.HistoryCA.3.b: Use primary resources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Era 4. Civil War and Reconstruction (1850-1877)

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government action (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.

6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.

6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and state.

6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

- 6.1.12.HistoryCC.4.b:** Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 6.1.12.HistoryCA.4.c:** Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Era 5. The Development of the Industrial United States (1870-1900)

- 6.1.12.CivicsDP.5.a:** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.EconEM.5.a:** Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.GeoPP.5.a:** Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.GeoHE.5.a:** Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.EconEM.5.a:** Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12.HistoryNM.5.a:** Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 6.1.12.HistoryNM.5.b:** Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.5.a:** Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
- 6.1.12.HistoryUP.5.a:** Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.HistoryCA.5.a:** Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.7. 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.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

- W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:
Grades 9-10:**

- RH.9-10.1.** Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3.** Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
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- RH.9-10.6.** Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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- RH.9-10.8.** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- WHST.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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- RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.
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WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.
- Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. (AAH)
- The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights. (AAH)

Unit Essential Questions:

- Why did Irish and German migrants come to the United States? How did their migration affect labor issues and lead to conflicts over assimilation and distinctiveness?
- What were the political, economic, and cultural motives behind Manifest Destiny and westward migration?
- How did Manifest Destiny and westward migration shape both American national identity and group identities in the West?
- What were the major aspects of domestic debates over U.S. expansionism? How did these debates shape the formation of regional identities?
- How did conceptions of national and regional identity and of democratic ideals shape the debates over expansion and slavery? (AAH)
- What role did the following factors play in bring about the Civil War: political realignment, differing political values, actions taken by abolitionists, arguments over economic policies, debates about interpretation of the Constitution, environmental factors, and migration to the U.S. and to the West? (AAH)
- Why did the North win the Civil War? Consider political, economic, military, environmental, and diplomatic factors.
- How did the Civil War shape conceptions of national and regional identity?
- How did the Civil War change the United States?
- How did Reconstruction shape conceptions of national and regional identity?
- How did arguments over the meaning and interpretation of the Constitution shape Reconstruction?
- What role did economic, political, social, and ethnic factors play in the formation of regional and group identities during Reconstruction?
- How did debates over political values (such as democracy, freedom, and citizenship) contribute to ideological clashes during Reconstruction?

Knowledge and Skills:

Students will know...

- The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.
- Advocates of annexing western lands argued that Manifest Destiny and superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.
- Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.
- U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.
- The United States added large territories in the West through victory in the Mexican-American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands. (AAH)
- U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.
- The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories. (AAH)
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850. (AAH)
- Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.
- A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.
- The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor. (AAH)
- African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals. (AAH)
- Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution. (AAH)
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas-Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict. (AAH)
- The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North. (AAH)
- Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War. (AAH)

- Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.
- Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.
- Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose for the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy. (AAH)
- Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals. (AAH)
- Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. (AAH)
- The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights. (AAH)
- The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.
- Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve. (AAH)
- Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South. (AAH)
- Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century. (AAH)

Students will be able to...

- Explain the context in which sectional conflict emerged from 1844 to 1877.
- Explain the causes and effects of westward expansion from 1844 to 1877.
- Explain the causes and effects of the Mexican-American War.
- Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican-American War.
- Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.
- Explain how regional differences related to slavery caused tension in the years leading up to the Civil War. (AAH)
- Explain the political causes of the Civil War.
- Describe the effects of Lincoln's election.
- Explain the various factors that contributed to the Union victory in the Civil War.
- Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.
- Explain the effects of government policy during Reconstruction on society from 1865 to 1877.
- Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.
- Compare the relative significance of the effects of the Civil War on American values.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Unit Tests
- Chapter Quizzes
- Essays
- Homework
- Anticipatory Sets
- Reflection Questions
- Class Discussion
- Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Fishbowl
- Graphic Organizer

- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/Peer Revision
- Socratic Seminar
- Think-Pair-Share

RESOURCES

Teacher Resources:

- AP U.S. History Course and Exam Description
- Textbook
- Supplemental Readings
- Practice Exams
- AP Classroom
- Khan Academy

Equipment Needed:

- Laptops
- Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Period 6: 1865-1898

Target Course/Grade Level: AP U.S. History/Grades 10-12

Unit Summary: The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Approximate Length of Unit: Approximately 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 4. Civil War and Reconstruction (1850-1877)

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government action (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.

6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.

6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and state.

6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.

6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Era 5. The Development of the Industrial United States (1870-1900)

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economies of the North and the South.

6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

Era 6. The Emergence of Modern America: Progressive Reforms (1890-1930)

- 6.1.12.CivicsDP.6.a:** Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b:** Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local government policies.
- 6.1.12.CivicsPR.6.a:** Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.GeoHE.6.a:** Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.GeoGM.6.a:** Determine the role geography played in gaining access to raw materials and gaining new global markets to promote trade.
- 6.1.12.EconEM.6.a:** Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.EconNE.6.a:** Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.HistoryCC.6.b:** Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e., Paterson Silk Strike) and the United States during this period.
- 6.1.12.HistoryCC.6.c:** Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCC.6.d:** Analyze the successes and failure of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.HistoryCC.6.a:** Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country’s economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

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RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- ✓ Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
- ✓ The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.
- ✓ The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

Unit Essential Questions:

- ✓ How did the building and completion of the Transcontinental Railroad affect migration, the growth of regional and ethnic identities, the economy, the environment, and the Native Americans?
- ✓ How effective were the strategies developed by the government, reformers, and the Native American themselves to shape the role of Native Americans in American society?
- ✓ How did migration to the West and debates over political values shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?
- ✓ What factors led to industrial growth after the Civil War?
- ✓ How did changes in transportation and technology, along with the integration of the U.S. economy into worldwide economic, labor, and migration systems, influence U.S. society?
- ✓ How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order?
- ✓ How and why did new labor systems develop, and how did industrialization shape U.S. society and workers' lives?
- ✓ What were the causes and effects of major internal migration patterns such as urbanization?
- ✓ How did migration to and within the United States shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?
- ✓ How did industrialization and urbanization shape U.S. society and workers' lives?
- ✓ How did migration affect urban life, cultural developments, cultural diversity and blending, and reform movements?
- ✓ What economic, political, social, and ethnic factors led to the formation of the New South?
- ✓ How did the new labor system in the New South develop? How did this system affect workers' lives?
- ✓ What were significant similarities and differences among reformers who advocated changes to the economic, political, and social system of the New South? How do their beliefs, strategies, and level of success compare?
- ✓ How did cultural values and artistic expression change in the United States in response to the Civil War and postwar industrialization?
- ✓ How did culture and the arts influence movements for social and political change?
- ✓ What was the impact of industrialization on popular beliefs about progress and the national destiny of the United States?
- ✓ What were the strategies that different groups developed for addressing the problems of the Gilded Age?
- ✓ What were the Populists' beliefs and strategies for addressing the problems of the Gilded Age?
- ✓ How did each party's platform in 1896 address issues such as market capitalism, the use of natural resources, the growth of corporate power, government economic policies, and the national destiny of the United States?

Knowledge and Skills:

Students will know...

- ✓ Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.
- ✓ Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.
- ✓ Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.
- ✓ The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.
- ✓ In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.
- ✓ As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.
- ✓ The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.
- ✓ Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.
- ✓ Despite the industrialization of some segments of the Southern economy – a change promoted by Southern leaders who called for a “New South” – agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.
- ✓ The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality. (AAH)
- ✓ Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.
- ✓ Large-scale industrial production – accompanied by massive technological change, expanding international communication networks, pro-growth government policies – generated rapid economic development and business consolidation.

- Businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.
- Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.
- Businesses increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.
- As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.
- Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.
- The industrial workforce expanded and child labor increased.
- The industrial workforce expanded and became more diverse through internal and international migration.
- As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.
- Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.
- Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.
- Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.
- Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.
- Corporations' need for managers and for male and female clerical workers, as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.
- Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.
- A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.
- Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.
- Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.
- Foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.
- Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.
- The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.
- In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

Students will be able to...

- Explain the historical context for the rise of industrial capitalism in the United States.
- Explain the causes and effects of the settlement of the West from 1877 to 1898.
- Explain how various factors contributed to continuity and change in the "New South" from 1877 to 1898.
- Explain the effects of technological advances in the development of the United States over time.
- Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
- Explain how cultural and economic factors affected migration patterns over time.
- Explain the various responses to immigration in the period over time.
- Explain the causes of increased economic opportunity and its effects on society.
- Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.
- Explain continuities and changes in the role of the government in the U.S. economy.
- Explain the similarities and differences between the political parties during the Gilded Age.
- Explain the extent to which industrialization brought change from 1865 to 1898.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Unit Tests
- Chapter Quizzes
- Essays
- Homework
- Anticipatory Sets

- ✓ Reflection Questions
- ✓ Class Discussion
- ✓ Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- ✓ Close Reading
- ✓ Create Representations
- ✓ Critique Reasoning
- ✓ Debate
- ✓ Debriefing
- ✓ Discussion Group
- ✓ Fishbowl
- ✓ Graphic Organizer
- ✓ Guided Discussion
- ✓ Jigsaw
- ✓ Look for a Pattern
- ✓ Making Connections
- ✓ Match Claims and Evidence
- ✓ Quickwrite
- ✓ Self/Peer Revision
- ✓ Socratic Seminar
- ✓ Think-Pair-Share

RESOURCES

Teacher Resources:

- ✓ AP U.S. History Course and Exam Description
- ✓ Textbook
- ✓ Supplemental Readings
- ✓ Practice Exams
- ✓ AP Classroom
- ✓ Khan Academy

Equipment Needed:

- ✓ Laptops
- ✓ Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Period 7: 1890-1945

Target Course/Grade Level: AP U.S. History/Grades 10-12

Unit Summary: An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Approximate Length of Unit: Approximately 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 7. The Emergence of Modern America: World War I (1890-1930)

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of 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).

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

Era 8. The Emergence of Modern America: Roaring Twenties (1890-1930)

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.EconMN.8.a: Analyze the push-pull factors that led to the Great Migration.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.HistoryCC.8.b: Relate government policies to prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Era 9. The Great Depression and World War II: The Great Depression (1929-1945)

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).

6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.

6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

Era 10. The Great Depression and World War II: New Deal (1929-1945)

6.1.12.CivicsPR.10.a: 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.

6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).

6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.

6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12.EconNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.EconNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).

6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.

6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.

Era 11. The Great Depression and World War II: World War II (1929-1945)

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.

6.1.12.EconMM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).

6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:**English Language Arts:****Grades 9-10:**

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.7. 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.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**Grades 9-10:**

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8.** Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.
- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.
- Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.
- Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

Unit Essential Questions:

- How did changes in both class identity and gender roles relate to the economic, political, and social transformations of the Progressive Era?
- How and why did the Progressives seek to change the role of the local, state, and federal government in the nation’s political, social, economic, and environmental affairs? To what extent were the Progressives successful?
- What were the goals of U.S. policymakers in the Spanish-American War? How did U.S. involvement in this conflict alter the nation’s role in world affairs?
- What were the goals of U.S. policymakers in World War I? How did U.S. involvement in this conflict alter the nation’s role in world affairs?
- How did U.S. involvement in World War I set the stage for debates over civil liberties and for domestic social and political changes?
- How did U.S. involvement in World War I set the stage for domestic social and political changes?
- How did cultural values, popular culture, and artistic expression change in the United States in the 1920s, and how did they influence social and political change?
- What were the causes and effects of cultural conflict in the 1920s?
- How did internal and international migration affect urban life, cultural developments, labor issues, and government policies in the 1920s?
- What were the causes of the Great Depression?
- How did the Great Depression change the U.S. economy, society, politics, and culture and influence public debates about U.S. national identity in the 20th century?
- How and why did liberal and conservative activists critique the New Deal and pressure Franklin D. Roosevelt to change his economic and social policies?
- How and why did political alignments change during the 1930s and 1940s?
- How did debates over U.S. involvement in World War II relate to contemporary discussions of political values (such as democracy, freedom, and citizenship) and about U.S. national identity?
- What were the goals of U.S. policymakers in World War II?
- How did U.S. involvement in World War II lead to domestic social changes and debates over civil liberties?

Knowledge and Skills:

Students will know...

- Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe.
- Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the United States should not extend its territory overseas.
- The American victory in the Spanish-American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.
- Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.
- The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.
- On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and women’s suffrage.
- Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.
- After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles.
- Although the American Expeditionary Forces played a relatively limited role in combat, the United States’ entry helped to tip the balance of the conflict in favor of the Allies.
- Despite Wilson’s deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.
- Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.
- Immigration from Europe reached its peak in the years before World War I. During World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.
- The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.
- In the Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination. (AAH)
- New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.
- New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.
- By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.
- After World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.
- Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.
- In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.
- The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.
- Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.
- During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.
- Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.
- Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope.
- Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.
- The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.
- In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.
- In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.
- The mass mobilization of American society helped end the Great Depression, and the country’s strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.
- Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war’s duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.
- Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.

- Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust. (HG)
- Military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. (AAH)
- The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.
- The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.

Students will be able to ...

- Explain the context in which America grew into its role as a world power.
- Explain the similarities and differences in attitudes about the nation's proper role in the world.
- Explain the effects of the Spanish-American War.
- Compare the goals and effects of the Progressive reform movement.
- Compare attitudes toward the use of natural resources from 1890 to 1945.
- Explain the causes and consequences of U.S. involvement in World War I.
- Explain the causes and effects of international and internal migration patterns over time.
- Explain the causes and effects of the innovations in communication and technology in the United States over time.
- Explain the causes and effects of developments in popular culture in the United States over time.
- Explain the causes of the Great Depression and its effects on the economy.
- Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.
- Explain how and why U.S. participation in World War II transformed American society.
- Explain the causes and effects of the victory of the United States and its allies over the Axis powers.
- Explain the consequences of U.S. involvement in World War II.
- Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Unit Tests
- Chapter Quizzes
- Essays
- Homework
- Anticipatory Sets
- Reflection Questions
- Class Discussion
- Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Fishbowl
- Graphic Organizer
- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/Peer Revision
- Socratic Seminar
- Think-Pair-Share

RESOURCES

Teacher Resources:

- AP U.S. History Course and Exam Description
- Textbook
- Supplemental Readings
- Practice Exams
- AP Classroom
- Khan Academy

Equipment Needed:

- Laptops
- Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Period 8: 1945-1980

Target Course/Grade Level: AP U.S. History/Grades 10-12

Unit Summary: After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

Approximate Length of Unit: Approximately 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 12. Postwar United States: Cold War (1945 to early 1970s)

- 6.1.12.EconNE.12.a:** Explain the implications and outcome of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.EconNE.12.b:** Assess the impact of agricultural innovation on the world economy.
- 6.1.12.EconEM.12.a:** Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.a:** Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 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.
- 6.1.12.HistoryCC.12.c:** Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d:** Explain how the development and proliferation of nuclear weapons affected international relations.
- 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.
- 6.1.12.HistorySE.12.a:** Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.HistorySE.12.b:** Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

- 6.1.12.CivicsPI.13.a:** Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
- 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, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.GeoPP.13.a:** Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- 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.
- 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.
- 6.1.12.EconNE.13.a:** Relate American expansion after World War II to increased consumer demand.
- 6.1.12.EconEm.13.a:** Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.EconNE.13.a:** Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
- 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).
- 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.
- 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.
- 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.

- 6.1.12.HistoryCC.13.d:** Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 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.
- 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.

Era 14. Contemporary United States: Domestic Policies (1970-Today)

- 6.1.12.CivicsPI.14.a:** Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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 demographic, social, economic, and political issues.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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 related to the economy.
- 6.1.12.HistoryCC.14.b:** Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.HistoryCC.14.c:** Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.HistoryCC.14.d:** Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
- 6.1.12.HistoryCC.14.e:** Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Era 15. Contemporary United States: International Policies (1970-Today)

- 6.1.12.CivicsPR.15.a:** Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- 6.1.12.CivicsHR.15.a:** Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- 6.1.12.EconNE.15.a:** Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 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.
- 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.
- 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.
- 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.

- 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.
- 6.1.12.HistorySE.15.c:** Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

Era 16. Contemporary United States: Interconnected Global Society (1970-Today)

- 6.1.12.CivicsPD.16.a:** Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 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.
- 6.1.12.GeoHE.16.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.
- 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.
- 6.1.12.EconNE.16.a:** Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.EconNE.16.b:** Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 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.
- 6.1.12.HistoryCC.16.b:** Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.7. 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.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:
Grades 9-10:**

- RH.9-10.1.** Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3.** Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6.** Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8.** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- WHST.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.
- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.
- New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. (AAH)
- Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

Unit Essential Questions:

- What were the origins of the Cold War and the goals of U.S. policymakers in the Cold War?
- How did U.S. involvement in the Cold War alter the nation's role in world affairs?
- How did U.S. involvement in the Cold War lead to debates over civil liberties and American national identity?
- How did U.S. involvement in the Cold War set the stage for domestic political and social changes?
- What were the causes and effects of economic growth and demographic change after World War II?
- How did Americans defend and challenge the dominant political, economic, and social order after World War II?
- How and why have modern cultural values and popular culture grown since World War II, and how have these values affected U.S. politics and society?
- What were the origins of the civil rights movement? (AAH)
- How did the goals, strategies, and support of the movement for African American civil rights change over time? (AAH)
- How did the civil rights movement change American politics and society? (AAH)
- How did U.S. involvement in Berlin, Latin America, Vietnam and elsewhere influence public debates about U.S. national identity and the U.S. role in the world?
- How did involvement in these conflicts set the stage for domestic social changes and changes to U.S. foreign policy goals?
- How and why did the Supreme Court and Great Society programs change the federal government's role in the nation's political, social, economic, and environmental affairs?
- How did African American civil rights activism in the 20th century affect the growth of other political and social movements, and how did those movements affect American culture, politics, and society? (AAH)
- What were the cultural, economic, and political effects of the rise of the Sun Belt?
- How did the U.S. involvement in international crises influence public debates about U.S. power, the nation's role in world affairs, and national identity in the 1970s?
- How were the 1970s a decade of limits to energy, prosperity, rights, presidential power, and global power?

Knowledge and Skills:

Students will know...

- United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.
- As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.
- Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea.
- The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or *détente*).
- Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.
- A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.
- As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.
- Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.
- Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. (AAH)
- The three branches of the federal government used measures including desegregation of the armed services and *Brown v. Board of Education* (1954) to promote greater racial equality. (AAH)
- Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy.
- Americans debated the merits of a large nuclear arsenal and the military-industrial complex.
- Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.
- Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Vietnam.
- Postwar decolonization and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.
- Americans debated the appropriate power of the executive branch in conducting foreign and military policy.
- Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.

- Liberalism, based on anti-communism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.
- Liberal ideas found expression in Lyndon Johnson's Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues. (AAH)
- Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.
- During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics. (AAH)
- Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965. (AAH)
- The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality. (AAH)
- A series of Supreme Court decisions expanded civil rights and individual liberties. (AAH)
- Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.
- Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality. (LGBTQ/D)
- Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms.
- Although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence.
- Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.
- Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality in U.S. culture, and advocated changes in sexual norms.
- Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.
- Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.
- In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.
- Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.
- The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.
- The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

Students will be able to...

- Explain the context for societal change from 1945 to 1980.
- Explain the continuities and changes in Cold War policies from 1945 to 1980.
- Explain the causes and effects of the Red Scare after World War II.
- Explain the causes of economic growth in the years after World War II.
- Explain the causes and effects of the migration of various groups of Americans after 1945.
- Explain how mass culture has been maintained or challenged over time.
- Explain how and why the civil rights movements developed and expanded from 1945 to 1960. (AAH)
- Explain the various military and diplomatic responses to international developments over time.
- Explain the causes and effects of the Vietnam War.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the continuities and changes in immigration patterns over time.
- Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980. (AAH)
- Explain the various ways in which the federal government responded to the calls for the expansion of civil rights. (AAH)
- Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.
- Explain how and why policies related to the environment developed and changed from 1968 to 1980.
- Explain the effects of the growth of religious movements over the course of the 20th century.
- Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Unit Tests
- Chapter Quizzes
- Essays

- ✓ Homework
- ✓ Anticipatory Sets
- ✓ Reflection Questions
- ✓ Class Discussion
- ✓ Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- ✓ Close Reading
- ✓ Create Representations
- ✓ Critique Reasoning
- ✓ Debate
- ✓ Debriefing
- ✓ Discussion Group
- ✓ Fishbowl
- ✓ Graphic Organizer
- ✓ Guided Discussion
- ✓ Jigsaw
- ✓ Look for a Pattern
- ✓ Making Connections
- ✓ Match Claims and Evidence
- ✓ Quickwrite
- ✓ Self/Peer Revision
- ✓ Socratic Seminar
- ✓ Think-Pair-Share

RESOURCES

Teacher Resources:

- ✓ AP U.S. History Course and Exam Description
- ✓ Textbook
- ✓ Supplemental Readings
- ✓ Practice Exams
- ✓ AP Classroom
- ✓ Khan Academy

Equipment Needed:

- ✓ Laptops
- ✓ Projector

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Period 9: 1980-Present

Target Course/Grade Level: AP U.S. History/Grades 10-12

Unit Summary: As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Approximate Length of Unit: Approximately 3 weeks

LEARNING TARGETS

Era 14. Contemporary United States: Domestic Policies (1970-Today)

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

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.

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.

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.

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.

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.

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.

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 demographic, social, economic, and political issues.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 related to the economy.

6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.**6.1.12.HistoryCC.14.c:** Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.

6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Era 15. Contemporary United States: International Policies (1970-Today)

6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.

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.

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.

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.

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.

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.

6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

Era 16. Contemporary United States: Interconnected Global Society (1970-Today)

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

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.

6.1.12.GeoHE.16.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.

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.

6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

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.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.7. 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.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Grades 9-10:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.
- Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
- The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

Unit Essential Questions:

- Why did the modern conservative movement rise to prominence, and how did it change the federal government's role in the nation's political, social, economic, and environmental affairs?
- How did the end of the Cold War influence public debates about U.S. national identity in the 20th century and alter the U.S. role in world affairs?
- How have U.S. foreign policy goals and actions evolved since the end of the Cold War? How has the War on Terrorism affected U.S. society and politics?
- What factors have led to increasing globalization, and how has increasing globalization influenced U.S. society?
- How have demographic changes since 1980 affected U.S. culture, politics, and society?
- How have debates over civil rights, immigration, technology, the economy, and the environment influenced U.S. politics and culture and shaped conceptions of U.S. identity? (AAH)

Knowledge and Skills:

Students will know...

- Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.
- Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.
- Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.
- Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.
- Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.
- Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.
- Increased U.S. military spending, Reagan's diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.
- The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.
- Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.
- Technological innovations in computing, digital mobile technology, and the internet transformed daily life, increased access to information, and led to new social behaviors and networks.
- Employment increased in service sectors and decreased in manufacturing, and union membership declined.
- Real wages stagnated for the working and middle class amid growing economic inequality.
- After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.
- International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.
- In the wake of attacks on the World Trade Center and the Pentagon in 2001, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.
- The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.
- Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.
- Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.

Students will be able to...

- ✓ Explain the context in which the United States faced international and domestic challenges after 1980.
- ✓ Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- ✓ Explain the causes and effects of the end of the Cold War and its legacy.
- ✓ Explain the causes and effects of economic and technological change over time.
- ✓ Explain the causes and effects of domestic and international migration over time.
- ✓ Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.
- ✓ Explain the relative significance of the effects of change in the period after 1980 on American national identity.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- ✓ Unit Tests
- ✓ Chapter Quizzes
- ✓ Essays
- ✓ Homework
- ✓ Anticipatory Sets
- ✓ Reflection Questions
- ✓ Class Discussion
- ✓ Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- ✓ Close Reading
- ✓ Create Representations
- ✓ Critique Reasoning
- ✓ Debate
- ✓ Debriefing
- ✓ Discussion Group
- ✓ Fishbowl
- ✓ Graphic Organizer
- ✓ Guided Discussion
- ✓ Jigsaw
- ✓ Look for a Pattern
- ✓ Making Connections
- ✓ Match Claims and Evidence
- ✓ Quickwrite
- ✓ Self/Peer Revision
- ✓ Socratic Seminar
- ✓ Think-Pair-Share

RESOURCES

Teacher Resources:

- ✓ AP U.S. History Course and Exam Description
- ✓ Textbook
- ✓ Supplemental Readings
- ✓ Practice Exams
- ✓ AP Classroom
- ✓ Khan Academy

Equipment Needed:

- ✓ Laptops
- ✓ Projector