

| COURSE           | MP1 Units | MP2 Units | MP3 Units | MP4 Units |
|------------------|-----------|-----------|-----------|-----------|
| AP US History II | 1, 2, 3,4 | 4, 5,6,7  | 8,9,10    | Review    |

| Unit   | Essential Questions   | Content   | Skills  | Assessment   |
|--|---|---|---|--|
| <b>#1</b><br><b>Gilded Age:</b><br><b>Economics</b><br><b>and</b><br><b>Politics</b> | 1. How can economically oppressed groups make their voices heard politically?<br>2. How can technological innovations change society, business and the role of government?<br>3. How did immigration and industrialization shape urban life?<br>4. How did rapid industrialization bring create economic, social and political change?<br>5. Should an individual be allowed to accumulate as much wealth as possible?<br>6. What social, economic and political factors led to the need for labor unions?<br>7. How effective were labor unions in improving the lives of American workers?<br>8. How did the government’s role in economic and political affairs change during this era?<br>9. To what extent did industrialization affect the relationships between government, business and the worker? | <ul style="list-style-type: none"> <li>What factors led to New Immigration and what effect on industry did it have?</li> <li>What effects did the growth of industry have on various groups: women, farmers, middle class, blacks</li> <li>Monopolies: vertical and horizontal integration; Rockefeller and Carnegie</li> <li>Gilded Age Presidents vs. Strong Congress: “Forgettable” Presidents and their accomplishments.</li> <li>National Political Issues: tariffs, currency reform, civil service reform</li> <li>Local Issues: temperance, education, women’s rights, religion/society</li> </ul> <u>Essential Vocabulary:</u> <ul style="list-style-type: none"> <li>Gilded Age, Laissez Faire, Industrialization, Immigration, Urbanization, Grange Movement, Populism, Silver Issue, Patronage, Pendleton Act, Civil service system, Sherman Antitrust Act, Political machines and Bossism, Chinese Exclusion Act, Populist Party, Social Darwinism, Gospel of Wealth, Election of 1896</li> </ul> | <ul style="list-style-type: none"> <li>Understand and evaluate how the evolution of the corporation dominated the Gilded Age and ended an agrarian based economy</li> <li>Identify and understand the role of workers and union movement in the growth of American Industry.</li> <li>Analyze the role of Congress, presidents, and political parties on national and local politics in the Gilded Age</li> <li>Identify the causes and solutions for agrarian unrest during the Gilded Age</li> <li>Determine the living and working conditions for the middle and working classes and for minorities</li> </ul> | <u>Performance Task:</u><br><b>Election Project: Using a current election race: Run for office and compare your election platform and where you stand on the issues to those of the actual candidates</b><br><br><u>Other Evidence:</u> <ul style="list-style-type: none"> <li>Tests and Quizzes</li> <li>Time Free Response Essays</li> <li>Read and discuss primary sources</li> <li>Review political cartoons of Thomas Nast and create new cartoons to address issues of the industrial era.</li> <li>Compare the original civil service exam to today’s civil service exam. Generate new questions that should be on the exams.</li> <li>Research and compare/contrast the campaigns of McKinley and Bryan in the 1896 election.</li> </ul> |
|  | <b>Enduring Understandings</b>  |   |   |  |
|  | <p><i>Students will understand that...</i></p> <p>Industrialization can impact people, the environment, and the economy.<br/>           The government may create policies that encourage economic growth and promote innovation in technology.<br/>           Different groups of people may be affected in different ways by economic growth and technological innovations.<br/>           Coordinated action by groups or individuals can effect change in business practices and economic policies.</p>   |   |   |  |

| <i>Standards</i>  | <i>Resources</i>  |
|---|---|
| <p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.1.12.A.5.a - Relate industrial growth to the need for social and governmental reforms.</p> <p>6.1.12.A.5.b - Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>6.1.12.B.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.</p> <p>6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.</p> <p>6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.</p> <p>6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.</p> <p>6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.</p> <p>6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p>6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p> <p>6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> | <p><u>The American People: Creating a Nation and a Society</u> by Jeffrey Nash, Frederick Howe and Winkler Davis</p> <p><u>For the Record: A Documentary History of America</u> edited by David Shi and Holly Mayer</p> <p><u>Primary Source Readings:</u><br/>         "Andrew Carnegie: Wealth (1889)"<br/>         "Preamble to the constitution of the Knights of Labor" 1878<br/>         "The American Federation of Labor?" Samuel Gompers<br/>         "Outlook for Socialism in the United States" – 1900 Eugene V. Debs<br/>         "The Lure of the City" 1900 Theodore Dreiser<br/>         "A Defense of Political Graft" George W. Plunkett<br/>         "Anglo-Saxon Supremacy" (Our Country) Josiah Strong<br/>         "Tenement Living" Chart of Dumbell Construction<br/>         "Sources of Immigration"<br/>         "People's Party Platform" 1892 pg 98<br/>         "The Republican Party Platform of 1896"<br/>         "The Famer's Demand: Cheap Money" Robert Morton<br/>         "Cross of Gold Speech" – Wm. Jennings Bryan</p> <ul style="list-style-type: none"> <li>•</li> </ul> |

| Unit   | Essential Questions  | Content   | Skills  | Assessment  |
|--|--|---|---|---|
| <p><b>#2</b><br/><b>Progressive Era</b></p>  | <ol style="list-style-type: none"> <li>1. What drives people to organize and work for change in their society &amp; government?</li> <li>2. What methods can be used to create change in society and which are most/least effective?</li> <li>3. How much responsibility does the government have to protect its citizens from the dangers of society? (&amp; where does it end?)</li> <li>4. How accountable should the government be in the social and economic welfare of its people?</li> <li>5. How do popular third party candidates impact the outcome of a presidential election?</li> <li>6. Does racial equality depend upon government action?</li> </ol> | <ul style="list-style-type: none"> <li>• What factors led the Progressives to organize to work for change, what groups formed, and the different methods that they used.</li> <li>• How the Progressive reform movement affected people’s lives and society as a whole in the changes made and laws passed as well as its influence on national politics. <ul style="list-style-type: none"> <li>• The consequences of Southern legislation</li> <li>• ( I.e. Black Codes, Jim Crow Laws) on African American Civil Rights.</li> </ul> </li> </ul> <p><u>Essential Vocabulary:</u><br/>Muckraker, progress, New Nationalism/Square Deal, New Freedom, Const. Amendments (16, 17, 18, 19), suffrage, Americanization, referendum, recall, initiative, Settlement House, Prohibition/Temperance, Excluded groups: Jim Crow Laws</p> | <ul style="list-style-type: none"> <li>• Identify problems in American society during the Progressive Era</li> <li>• Explain how laws passed during the time period (changes) were a result of historical conflict and/or necessity</li> <li>• Research information on the Progressive Presidents, use that info to persuade classmates, and evaluate the accomplishments each</li> <li>• Identify, examine, and evaluate viewpoints on the role of government in society, specifically whether Progressive reforms went too far or not far enough</li> <li>• Analyze a problem from today and create an action plan based on what they learned from the Progressive Era</li> </ul> | <p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• “Modern Muckraker” – Action plan on issue from today w/ support from Progressive Era</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Test/Quizzes on Vocabulary &amp; Major Content</li> <li>• Timed Essay (DBQ)</li> <li>• Election of 1912 Advertisements Project</li> <li>• Blogs / Other Reactions &amp; Reflections</li> <li>• Presidential Ads (using Movie Maker)</li> <li>• In-class Discussion (partner/whole group)</li> </ul>   |
|  | <p><b>Standards</b></p>  | <p><b>Resources</b></p>   |   |   |
| <p>6.1.12.A.5.a Relate industrial growth to the need for social and governmental reforms.</p> <p>6.1.12.A.5.b Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.</p> <p>6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p>6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p> <p>6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <p>6.1.12.A.6.c 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., <i>Plessy v. Ferguson</i>) and state and local governmental policies.</p> <p>6.1.12.B.6.b 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.</p> <p>6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p> <p>6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.</p> <p>6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p>6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.</p> <p>6.1.12.D.6.c Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p> |  |   |   | <p><u>The American People: Creating a Nation and a Society</u> by Jeffrey Nash, Frederick Howe and Winkler Davis</p> <p><u>For the Record: A Documentary History of America</u> edited by David Shi and Holly Mayer</p> <p><u>Primary Source Readings:</u></p> <p>“Interpreting Visual Sources: Photography and Progressive Reform: Jacob Riis photographs”</p> <p>“Maggie – A Street Girl” Stephen Crane 1900 –</p> <p>“The Jungle Chapter 14” Upton Sinclair</p> <p>“Lynch Law in America” Ida B Wells 1900</p> <p>“Plessy v. Ferguson” Justice Harlan 1896</p> <p><u>Other Readings:</u></p> <p>“A Bitter Cry”</p> <p>“The Decision to Lock the Doors at the Triangle Shirtwaist Company”</p> <p>“Taming the Jungle”</p> <p>“The Changing Economic Order – Shifts in the Work Force”</p> |

| <i>Unit</i>   | <i>Essential Questions</i>   | <i>Content</i>   | <i>Skills</i>  | <i>Assessment</i>  |
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| <p><b>#3</b><br/><b>Emerging World Power: Imperialism and WWI</b></p> | <p>When is America exerting its power and influence justified?<br/>Does a dominant, successful nation also have an obligation to help/protect weaker nations and people?<br/>How do nations come into conflict?<br/>How are wars won (and lost)?<br/>What are the economic, social, and political impacts of war?<br/>How did technological advancement lead to the United States' increased involvement in world affairs?<br/>To what extent was the government's changing role necessary and beneficial or detrimental to other countries/<br/>To what extent have the actions and policies of the US affected other countries/<br/>How does media shape foreign policy?<br/>How intrusive should a nation be in the affairs of another?</p>   | <ul style="list-style-type: none"> <li>• What factors led the US to develop a more imperialistic foreign policy and the different arguments for &amp; against this change.</li> <li>• How this change in foreign policy was implemented in the actions taken by the US in Hawaii, Latin America, Asia, and in the Spanish-American War and the results of US influence &amp; actions in these areas.</li> <li>• Was the US government's changing role regarding imperialism necessary and beneficial to America in the 20<sup>th</sup> century</li> <li>• What factors led the US to develop a more imperialistic foreign policy and the different arguments for &amp; against this change.</li> <li>• The reasons for the start of WWI and how the US became involved.</li> <li>• The role that the US played in WWI and the effects on the American people at home and abroad</li> </ul> | <ul style="list-style-type: none"> <li>• Identify different arguments for &amp; against US Imperialism &amp; create political cartoons representing different points of view</li> <li>• Identify and discuss some examples of "Yellow Journalism" and how it pushed USA into war.</li> <li>• Examine and evaluate the actions taken by US in Hawaii, Spanish-American War, Philippines, Panama and other situations as it began to implement this policy change.</li> <li>• Analyze the US situation at the onset of the Spanish-America War, set goals for the US in the war, create an action plan to achieve those goals, predict possible outcomes, and compare their plan to what actually happened. Analyze and comparing Roosevelt's, Taft's and Wilson's foreign policies in Latin America and Caribbean and the outcomes of their actions.</li> <li>• Evaluate the current US situation/FP and determine whether the US classifies as an Empire in today's world.</li> <li>• Explain how the war developed in Europe before the U.S. entered the War including the causes, conditions, technology</li> <li>• Explain how peace was achieved after the fighting had stopped and analyze the reasons for the U.S. support/lack of support for the Treaty of Versailles</li> </ul> | <p><b>Imperialism:</b><br/><u>Performance Task:</u><br/>Panel Discussion/Class Debate: Was the US policy of intervention abroad in the late 19<sup>th</sup> and early 20<sup>th</sup> century appropriate?<br/>Have students represent leaders from that time period and formulate arguments to defend their point of view.<br/>Different roles: Queen Liliuokalani, Alfred T. Mahan, Josiah Strong, William Jennings Bryan, Teddy Roosevelt, William McKinley, George Dewey, William Seward, John Hay, William Howard Taft, Emilio Aquinaldo, John Hay, Henry Cabot Lodge</p> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Time Free Response Essays</li> <li>• Read and discuss primary sources</li> <li>• Short essay: Compare and contrast the United State's justification for manifest destiny versus its justification for imperialism.</li> </ul> |
|   | <p><b><i>Enduring Understandings</i></b></p>   | <p><u>Essential Vocabulary:</u><br/>Imperialism, Anti-Imperialism, Nationalism, Social Darwinism, Jingoism, Yellow Journalism, Spanish American War, Rough Riders, Teller Amendment, Platt Amendment, Open Door Policy, Naval Supremacy and Alfred T. Mahan, Panama Canal, Annexation, Filipino War, Dollar Diplomacy, "Big Stick" Diplomacy, Roosevelt Corollary, Moral Diplomacy</p>   |  |  |
|   | <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The US used imperialistic policies to become a more competitive economic world power. This created a conflict between Americans who favored expansionism and those who favored isolationism.</li> <li>• Exerting power and influence, whether it is through war or economic means, is always controversial.</li> <li>• An American victory in the Spanish-American War confirmed the nation's status as a world power and brought to America the obligation to govern newly acquired territories.</li> <li>• US involvement in WWI established the nation as a major player in world events and that grievances in peace agreements can lead to later conflicts.</li> <li>• Today, American economic and military policies and practices across the world have caused many to wonder if the country is once again functioning as an imperialist nation.</li> </ul> | <p>Arms Race, Alliances, Nationalism, Trench Warfare, Unrestricted submarine warfare, Zimmerman Telegram, Propaganda, Sedition Act, Treaty of Versailles, Armistice</p>  |  | <p><b>WWI:</b><br/><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• Presidential War Decision – Acting as an advisor to the President and in reaction to an original situation, students need make the case either for or against going to war using historical information as support for their arguments.</li> </ul> <p><u>Other Evidence:</u><br/><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Time Free Response Essays</li> <li>• Read and discuss primary sources</li> <li>• Short essay: Analyze the validity of the argument that Woodrow Wilson's illness and refusal to compromise led to the defeat of the Treaty of Versailles..</li> </ul>   |
| <p><b><i>Standards</i></b></p>  |  |  |  | <p><b><i>Resources</i></b></p>   |

6.1.12.B.6.a Determine the role geography played in gaining access to raw materials & finding new global markets to promote trade.

6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.D.6.b 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.A.7.a 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.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.

6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.

6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during WWI.

6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.

6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

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**Imperialism:**

Primary Source Readings:

“On the Race for Empire” – Viewpoints from Albert J.. Beveridge and Josiah Strong  
 “Theodore Roosevelt Quotations”  
 “The DeLome Letter”  
 “The War Must be Ended” – The New York World 1897  
 “The Spanish American War” Political Cartoon 1898  
 “Platform of the American Anti-Imperialist League” (1899)  
 “The Roosevelt Corollary to the Monroe Doctrine” (1904)  
 “The Open Door in China” (1899) John Hay

**WWI:**

“The Zimmerman Note (1917)”  
 “The Profits of War” (1917) George Norris  
 “Wilson’s Fourteen Points” (1918)  
 “The League of Nations” (1919)  
 “The League of Nations Must Be Revised” (1919) Henry Cabot Lodge

| <i>Unit</i>                        | <i>Essential Questions</i>  | <i>Content</i>   | <i>Skills</i>   | <i>Assessment</i>   |
|------------------------------------|---|--|---|---|
| <b>#4<br/>Roaring<br/>Twenties</b> | <ol style="list-style-type: none"> <li>Were the roaring 20’s a decade of progress or decline? Explain.</li> <li>How does a booming economy lead to changes in the American way of life?</li> <li>What happens when cultures and generations clash?</li> <li>How does mass culture reflect technological and social changes?</li> <li>As minority groups gain acceptance, how do they express their identities?</li> </ol> | <ul style="list-style-type: none"> <li>How the economy changed and grew in reaction to new products (particularly the automobile), the stock market, and how these new items impacted the lives of Americans.</li> <li>The political developments both at home and abroad during the Harding &amp; Coolidge Administrations as well as the results of the 1928 election.</li> <li>Several examples of the social &amp; cultural tensions of the era, particularly relating to immigration, race relations, Prohibition, and</li> </ul> | <ul style="list-style-type: none"> <li>Work collaboratively with a partner to create a single, integrated newspaper</li> <li>Write a newspaper article from the viewpoint of someone living in the 1920s</li> <li>Develop and create political cartoons and editorials that offer opinions on topics assigned from the 1920s.</li> <li>Create an advertisement based on their assigned topics and personal research</li> <li>View summative video (The Century) for new information and apply that new</li> </ul> | <p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>Roaring Twenties Newspaper – Students create a newspaper detailing the major events of the 1920s</li> </ul> <p><u>Other Evidence; Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Tests and Quizzes</li> <li>Time Free Response Essays</li> </ul> |

***Enduring Understandings***

*Students will understand that...*

- The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.
- A society can be moving forward and progressing in some areas while declining or regressing in other areas.
- Whether you view times as “good” or “bad” depends a lot on where you are (perspective).
- Changes often lead to conflict.

- traditionalism vs. modernism.
- How cultural developments helped to create a “mass shared culture” within the United States.
  - The ways in which African Americans expressed their viewpoints and culture during the 1920s.

Essential Vocabulary:

- Assembly line, mass production, scientific management, installment buying/credit, buying on margin, bull market, Warren Harding, Calvin Coolidge, Teapot Dome Scandal, Kellogg-Briand Pact, Dawes Plan, modernism, fundamentalism, Scopes Trial, quota system, KKK, Prohibition/18<sup>th</sup> Am, Volstead Act, bootlegger, speakeasy, flapper, Lost Generation, “talkies,” Jazz, Black Consciousness, Harlem Renaissance

- information to what they’ve learned through a written reflection.
- Analyze development in the 1920s in each of the major areas (Social, Political, Economic, Technologically) and evaluate whether this was an era of progress or decline in each area. entered the War including the causes, conditions, technology

- Read and discuss primary sources

***Standards***

***Resources***

- 6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- 6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.B.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.C.8.a Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.C.8.b 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.D.8.a 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.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

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Primary Source Readings:

- “The Case Against the Reds - 1920” A. Mitchell Palmer
- “The Red Scare is Un-American - 1920” William Allen White
- “The Klan’s Fight for Americanism – 1926” Hiram W. Evans
- “The Scopes Trial – 1925” from “the World’s Most Famous Court Trial: Tennessee Evolution

Other Readings:

- “1921 - Sacco-Vanzetti”
- “Marcus Garvey and Black Nationalism”
- “The Impact of Prohibition”

| Unit  | Essential Questions  | Content  | Skills   | Assessment   |
|---|--|--|--|--|
| <p><b>#5<br/>Great Depression &amp; New Deal</b></p>  | <ol style="list-style-type: none"> <li>1. Is it inevitable that struggles and hardships follow periods of prosperity and success? Was the Great Depression inevitable?</li> <li>2. How did the economical, social and political events of the 1920s lead to the Depression in the 1930s?</li> <li>3. How do people respond to adversity and crisis, particularly economic problems?</li> <li>4. What is the role of government during an economic crisis?</li> <li>5. How do economic changes impact society?</li> </ol>   | <ul style="list-style-type: none"> <li>• The causes of the Stock Market Crash and the reasons for the economic collapse that turned into the GD including how the government initially reacted.</li> <li>• The ways in which people’s everyday lives were affected by the GD and how people worked to survive.</li> <li>• The differences views of Hoover and FDR on how to deal with the GD and how this affected the results of the 1932 Presidential election.</li> <li>• The ND programs that attempted to address relief, reform, and recovery and how effective they were in achieving their goals</li> <li>• How different groups reacted to the major changes in the ND, both in support of and in opposition to them.</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Hoover, speculation, buying on margin, Black Tuesday, business cycle, bread line, Hoovervilles, tenant farmers, Dust Bowl, RFC, Bonus Army, FDR, Eleanor Roosevelt, New Deal, Fireside chat, FDIC, CCC, NRA, PWA, Coughlin, Long, 1<sup>st</sup> ND, 2<sup>nd</sup> ND, WPA, SSA, Wagner Act, FLSA, collective bargaining, AFL-CIO, sit-down strikes, court-packing plan, Roosevelt Recession, ND Coalition, Welfare state</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate the different causes for the SMC and the GD and decide whether there was anything that could have been done to avoid a complete economic collapse</li> <li>• Create a PSA based on the effects of the GD on Americans’ lives and on how people attempted to survive the GD</li> <li>• Analyze different proposals for what to do about the GD and come up with a brief plan for recovery, then apply their views to the presidential election of 1932 to see who they would vote for based on their views of how to end the GD.</li> <li>• Explain and categorize the major programs of the ND according to what each was trying to accomplish.</li> <li>• Discuss the many different views of the ND and express their own political views</li> <li>• Analyze political cartoons (ND, FDR, GD)</li> <li>• Evaluate the overall effectiveness of the ND (as well as the effectiveness of individual programs) in ending the GD and discuss the ND’s long-term impacts</li> </ul> | <p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• I-Search paper on any of the New Deal programs</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Time Free Response Essays</li> <li>• Read and discuss primary sources</li> </ul>  |
|   | <p style="text-align: center;"><b>Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• economic crises many times follow periods of economic growth and expansion.</li> <li>• A person’s economic status may affect their political, social, and economic priorities.</li> <li>• During times of crisis, people’s view on the role and power government should have often changes.</li> <li>• Past economic and political decisions can have major impacts on future generations.</li> <li>• The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.</li> <li>• Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.</li> </ul> |  |  |  |
| <b>Standards</b>  |  |  |  | <b>Resources</b>   |
| <p>6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the GD.</p> <p>6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.</p> <p>6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.</p> <p>6.1.12.C.9.c Explain the interdependence of various parts of a market economy.</p> <p>6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.</p> <p>6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12.A.10.a Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.</p> <p>6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.</p> <p>6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p>6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.</p> <p>6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the GD.</p> <p>6.1.12.C.10.b Compare &amp; contrast the economic ideologies of the two major political parties regarding the role of government during the ND &amp; today.</p> <p>6.1.12.D.10.a Analyze how other nations responded to the Great Depression.</p> |  |  |  | <p><u>The American People: Creating a Nation and a Society</u> by Jeffrey Nash, Frederick Howe and Winkler Davis</p> <p><u>For the Record: A Documentary History of America</u> edited by David Shi and Holly Mayer</p> <p><u>Primary Source Readings:</u></p> <p>“On Ending the Depression”: comparison of FDR and Hoover’s campaign platforms</p> <p>“FDR – First Inaugural Address – 1933”</p> <p>“Huey Long- Share our Wealth 1935”</p> <p>“Letters to Roosevelt’s During the Depression”</p> <p><u>Other Readings:</u></p> <p>“The Depression and the New Deal: Measures of Recovery”</p> |

6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.  
 6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.  
 6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation

“Qualification of Being President”  
 “Working for the CCC”  
 “Two Views of the Great Depression - 1932”  
 “1937 – Court Packing”

| <i>Unit</i>  | <i>Essential Questions</i>   | <i>Content</i>   | <i>Skills</i>   | <i>Assessment</i>   |
|--|--|--|---|---|
| <p><b>#7</b><br/><b>World War II</b></p>   | <ol style="list-style-type: none"> <li>1. What conditions can lead to totalitarian governments?</li> <li>2. When is America exerting its power and influence justified?</li> <li>3. What obligation does a dominant, successful nation have to help/protect weaker nations and people?</li> <li>4. How and why do nations come into conflict?</li> <li>5. How are wars won (and lost)?</li> <li>6. What are the economic, social, and political impacts of war?</li> <li>7. In waging a war, does the end (winning) justify the means?</li> </ol>  | <ul style="list-style-type: none"> <li>• How and why fascism and totalitarian governments rose to power.</li> <li>• The causes of WWII and early events of Axis Expansion.</li> <li>• The differing viewpoints on US involvement in WWII and how the US finally gets pulled into the conflict (Pearl Harbor).</li> <li>• How the wartime strategies reflect political and military goals, the resources on hand, and the geographical extent of the conflict.</li> <li>• The major turning points of the war and why they proved to be decisive.</li> <li>• The different impacts of the war at home on various groups of people.</li> <li>• The short and long term effects of technological developments. (A-Bomb)</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Totalitarianism, Isolationism, Interventionism, propaganda, Axis/Allied Powers, Luftwaffe, Atlantic Charter, WAACs, WAFS, Kristallnacht, Cash &amp; Carry, Lend-Lease, Blitzkrieg, Manhattan Project, Pearl Harbor, D Day, VJ Day, VE Day, Kamikazes, Island Hopping, Appeasement, Final Solution, Little Boy &amp; Fat Man, FDR, Truman, Churchill, Stalin, Hitler, Mussolini, Oppenheimer, Eisenhower, MacArthur, Randolph</li> </ul> | <ul style="list-style-type: none"> <li>• Explain the characteristics of a totalitarian government while differentiating between communism and fascism.</li> <li>• Define and evaluate the isolationist and interventionist viewpoints of Americans at the onset of WWII.</li> <li>• Analyze primary source documents (propaganda posters, speeches, letters/telegrams) related to WWII.</li> <li>• Explain how and why the US became fully involved in WWII.</li> <li>• Discuss the strategies and turning points of the war and assess their impact on the combatants’ situation in the war.</li> <li>• Examine the effects the war had on the citizens fighting it abroad as well as those (women, minorities, etc.) at home.</li> <li>• Evaluate the evidence both in support of and opposition to the use of the A-Bomb, then create a persuasive, coherent argument supporting their viewpoint with specific historical evidence.</li> <li>• Determine the lasting global impacts (both short and long term) of WWII.</li> </ul> | <p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• Truman’s Decision Making – Advisor to President<br/>Acting as an advisor to President Truman in August of 1945, create a memo to President Truman in reference to the newly developed Atomic bomb that outlines the following.</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Time Free Response Essays</li> <li>• Read and discuss primary sources</li> </ul> |
|  | <p style="text-align: center;"><b><i>Enduring Understandings</i></b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The decisions of world powers have an impact on the world.</li> <li>• Desperate economic conditions can lead to the rise of totalitarian governments.</li> <li>• The rise of fascism threatened world peace &amp; human rights.</li> <li>• Role of the US changed after WWII from isolationist to a major world power.</li> <li>• A “total war” requires the participation of an entire nation in many different ways and can push a nation to take actions that conflict with their beliefs and values.</li> <li>• Sometimes governments ignore atrocities if they don’t impact their nation directly.</li> <li>• The United States participated in WW II as an Allied force to prevent military conquests by Germany, Italy, and Japan.</li> <li>• Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.</li> </ul> |  |   |   |
| <b><i>Standards</i></b>  |  |  |   | <b><i>Resources</i></b>   |
| <p>6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.<br/>         6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.<br/>         6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.<br/>         6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.<br/>         6.1.12.A.11.e Assess the responses of the U.S. and other nations to the violation of human rights that occurred during the Holocaust and other genocides.<br/>         6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.<br/>         6.1.12.C.11.a Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production.<br/>         6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.</p> |  |  |   | <p><u>The American People: Creating a Nation and a Society</u> by Jeffrey Nash, Frederick Howe and Winkler Davis</p> <p><u>For the Record: A Documentary History of America</u> edited by David Shi and Holly Mayer</p> <p><u>Primary Source Readings:</u><br/>         “Address to America First Rally (1941) –</p>  |

6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the WWII.  
 6.1.12.D.11.b 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.D.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.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.  
 6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Lindbergh  
 “War Message to Congress – FDR” (1941)  
 “Women in War Industries”  
 “The Atomic Bombing of Hiroshima – The Public Explanation - Harry S Truman” –  
Other Readings:  
 “To Fight for Freedom – Norman Rockwell”  
 “They took Away our Rights” – Japanese Internment  
 “On Japanese Internment”

| <i>Unit</i>   | <i>Essential Questions</i>  | <i>Content</i>   | <i>Skills</i>   | <i>Assessment</i>  |
|---|---|--|---|--|
| <p><b>#8</b><br/> <b>Early Cold War &amp; Post-WWII America</b></p> | <ol style="list-style-type: none"> <li>How and why did the US and Soviet Union come into conflict?</li> <li>How do you wage and win a Cold War?</li> <li>When is America exerting its power and influence justified?</li> <li>What are the responsibilities, if any, of being a world power?</li> <li>What are the social and political effects of the Cold War?</li> <li>Should the US be praised or condemned for actions in CW?</li> <li>How has technology &amp; industry influenced political, social, and military history?</li> <li>How do a nation’s political, economic, cultural, and social developments reflect its values?</li> </ol>  | <ul style="list-style-type: none"> <li>The causes and reasons behind the conflict between the US and Soviet Union known as the Cold War.</li> <li>The ways actions taken by the US attempted to enforce the Containment policy.</li> <li>The history and background to the Korean War, the events of the war itself, the outcome and the lingering effects of the unresolved peace.</li> <li>The role Eisenhower’s new application of the containment policy and the effects of the arms race on world security.</li> <li>How the Cold War affected people’s everyday lives, particularly in relation to fear.</li> <li>The different social, political, economical, and cultural developments in post-war American society.</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>Cold War, Hot War, Capitalism, Communism, Containment, Truman Doctrine, Marshall Plan, Berlin Airlift, Fall of China, Red Scare, Iron Curtain, NATO, Warsaw Pact, Arms Race, MAD, Armistice, Kim Il-Sung, Syngman Rhee, 38<sup>th</sup> Parallel, Panmunjom , Sputnik, McCarthyism, HUAC, Alger Hiss, Truman Loyalty Program, Rosenbergs, Blacklisted, Domino Theory, Suburbs, Levittown, GI Bill, Rock n Roll, Conformity, Baby Boom, Sputnik, Consumerism, Television, Beatniks, corporations, franchise, Interstate Highway Act, service sector, AFL-CIO, Fair Deal</li> </ul> | <ul style="list-style-type: none"> <li>Explain the differences between the US and SU in the post-war period (gov’t, eco, military, etc.)</li> <li>Describe the containment policy and how the US applied it to different world situations and evaluate its use in terms of effectiveness and morality</li> <li>Analyze the events of the Korean War and come to a conclusion on what was won or lost in the conflict and connect historical events there with the current troubles in the region today.</li> <li>Evaluate the actions taken by the Eisenhower administration to see whether they are in line with the tenets of the Containment policy or whether they go beyond it.</li> <li>Discuss the many effects of the CW in the US, specifically the effects on the nation related to the fear of communism and Soviet influence in society and government.</li> <li>Present the changes that took place in American Society (economically, politically, socially, and culturally) during the post-WWII 1940s and 1950s.</li> </ul> | <p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>Cold War Simile Project – In this project, students will reflect on the issues and events that have been studied in Chapter 16 and create visual similes for the Cold War that convey what they believed to be the essence of Cold War history.</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Tests and Quizzes</li> <li>Time Free Response Essays</li> <li>Read and discuss primary sources</li> </ul> |
|   | <p><b><i>Enduring Understandings</i></b></p>  |  |   |  |
|   | <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>A cold war differs from a hot war in terms of how its waged and how you determine who’s “winning” but can also turn hot such as in Korea.</li> <li>The US has used different foreign policies to try to achieve their objectives, particularly containment.</li> <li>The US emerged as the main world power after World War II and had to decide when and if to use its power in many different situations across the globe related to the Cold War.</li> <li>Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</li> <li>Technology has facilitated the movement of goods, services, and populations; increased economic interdependence; and influenced the development of centers of economic activity.</li> <li>Cultural, Economic, Societal, and Political developments often reflect the values of a nation.</li> </ul> |  |   |  |
| <p><b><i>Standards</i></b></p>                                      |   |  | <p><b><i>Resources</i></b></p>  |  |

- 6.1.12.A.12.a 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.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korea, Vietnam, and other conflicts.
- 6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
- 6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.
- 6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- 6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations
- 6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
- 6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- 6.1.12.B.13.a 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.C.13.b Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
- 6.1.12.C.13.d Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

The American People: Creating a Nation and a Society by Jeffrey Nash, Frederick Howe and Winkler Davis

For the Record: A Documentary History of America edited by David Shi and Holly Mayer

Primary Source Readings:

“Democrats and Communists” (1950): Joseph McCarthy  
 “Declaration of Conscience (1950) – Margaret Chase Smith”  
 “Massive Retaliation” (1954) John Foster Dulles

Other Readings:

“Restraining Communism: US Security Agreements 1947-1959”

*Assignment #1:*

Answer Q – 1-3.

(H) “American Public Opinion and the Korean War, 1950-52”

“1954- McCarthyism”

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| <i>Unit</i>  | <i>Essential Questions</i>  | <i>Content</i>   | <i>Skills</i>   | <i>Assessment</i>  |
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| <b>#9</b><br><b>Civil Rights &amp; Social Change</b> | 1. What drives people to organize and work for change in their society & government?<br>2. How can citizens take action and create change when their rights are violated?<br>3. How is change a result of conflict? | <ul style="list-style-type: none"> <li>• Conditions for African Americans during the time period</li> <li>• The major people and groups of the CRM</li> <li>• What strategies were used by different groups and people and the reasoning behind the use of those strategies</li> <li>• Major events of the CRM (successes, setbacks)</li> <li>• How some groups embraced more militant messages and how frustration with continued discrimination was expressed</li> <li>• People, Events, Results of the other movements</li> </ul> | <ul style="list-style-type: none"> <li>• empathize with the experience of African Americans in the South prior to the Civil rights movement</li> <li>• Analyze and interpret primary source documents</li> <li>• Evaluate multiple perspectives on historical events</li> <li>• Apply understanding of the strategies of the Civil Rights Movement to a problem or injustice in today’s world.</li> </ul> | <p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• “Freedom’s Children” Group Presentations for each Chapter</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Time Free Response Essays</li> <li>• Read and discuss primary sources</li> </ul> |
|  | <b><i>Enduring Understandings</i></b>   |  |   |  |

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| <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</li> <li>Discrimination (conditions, treatment, lack of rights or protection of the law) was the impetus for the actions taken by Civil Rights Movement.</li> <li>There are multiple ways to attempt to address injustices (such as violence, nonviolent protests, political organizations, laws, etc.)</li> <li>Most attempts at major social/political changes are met with resistance by those in power.</li> </ul>  | <p>of the 60s &amp; 70s (Women, Consumer, Environmental, Asian, Native, Latino)</p> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>Discrimination, civil rights, Emmett Till, Martin Luther King, Malcolm X, Rosa Parks, Thurgood Marshall, SNCC, SCLC, Brown v. Board of Ed, CORE, NAACP, Freedom Rides, Freedom Summer, Montgomery Bus Boycott, sit-in, de jure vs de facto segregation, March on Washington, Civil Rights Act of 1964, Voting Rights Act of 1965, Black Power, Nation of Islam, Black Panthers, Kerner Commission, 24<sup>th</sup> Amendment, feminism, Betty Freidan, NOW, ERA, Steinem, Roe v. Wade, Chavez, UFW, AIM, Chicano Movement, Nadar, Earth Day, EPA, Clean Air Act, Clean Water Act, Carson</li> </ul> | <ul style="list-style-type: none"> <li>Take notes, define new vocabulary, read charts, graphs, and maps</li> <li>Present viewpoints supported by historical facts and events in a persuasive writing task</li> <li>Connect historical events and issues from different time periods (progressive, New Deal, today)</li> </ul> |  |
| <b><i>Standards</i></b>   |  |   | <b><i>Resources</i></b>  |
| <p>6.1.12.A.13.a Analyze 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 Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.</p> <p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.13.c Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.</p> <p>6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p>6.1.12.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.</p> <p>6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p>6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> <p>6.1.12.D.13.c 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.</p> <p>6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.</p> |  |   | <p><u>The American People: Creating a Nation and a Society</u> by Jeffrey Nash, Frederick Howe and Winkler Davis</p> <p><u>For the Record: A Documentary History of America</u> edited by David Shi and Holly Mayer</p> <p><u>Primary Source Readings:</u><br/> “Letter from Birmingham Jail” (1963) Dr. King<br/> “The Black Revolution” Speeches (1964) Malcolm X, H. Rap Brown<br/> “Women’s Liberation” Gloria Steinman<br/> “From: Beyond Gender” (1995) – various Feminist writers<br/> “The Feminine Mystique” (1963) – Betty Friedan</p> |

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| <b><i>Unit</i></b> | <b><i>Essential Questions</i></b> | <b><i>Content</i></b> | <b><i>Skills</i></b> | <b><i>Assessment</i></b> |
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| <p><b>#10</b><br/><b>JFK, LBJ,</b><br/><b>Vietnam</b></p>   | <p><b>JFK &amp; LBJ</b></p> <ol style="list-style-type: none"> <li>1. What is the role of government in our society? (What is a “great society”?)</li> <li>2. When is America exerting its power and influence justified?</li> <li>3. How do the media influence politics?</li> </ol> <p><b>Vietnam War</b></p> <ol style="list-style-type: none"> <li>4. How and why do nations come into conflict?</li> <li>5. How are wars won (and lost)?</li> <li>6. What are the economic, social, and political impacts of war?</li> </ol> | <ul style="list-style-type: none"> <li>• Election of 1960 and effects of media</li> <li>• Programs associated with the New Frontier and its successes and failures</li> <li>• Kennedy’s foreign policy successes and failures</li> <li>• Events and impacts of JFK assassination</li> <li>• Programs and legislation as part of the LBJ’s Great Society</li> <li>• How and why the US became increasingly involved in Vietnam</li> <li>• War strategies, weapons/technology, and soldiers’ and civilians’ war experiences</li> <li>• How opposition to the war was expressed and why it increased as time went on</li> <li>• How the US was able to bring its involvement in Vietnam to an end.</li> </ul> | <ul style="list-style-type: none"> <li>• Critically analyzes information and makes ethical judgments to responsibly address controversial issues. (Missile Crisis Role-play)</li> <li>• Takes actions that will result in a more just and equitable society. (GS Plan)</li> <li>• Analyze and interpret primary source documents</li> <li>• Evaluate multiple perspectives on historical events</li> <li>• Empathize with the experience of American soldiers (and civilians) during the Vietnam War</li> <li>• Take notes, define new vocabulary, read charts, graphs, and maps</li> <li>• Present viewpoints supported by historical facts and events (Interview)</li> <li>• Evaluate presidential decision making process (using primary sources) – Vietnam &amp; CMC</li> </ul> | <p><b>Performance Task:</b></p> <ul style="list-style-type: none"> <li>• Interview Project – <ul style="list-style-type: none"> <li>○ Part 1 – Create interviews of people with different perspectives on the Vietnam Era (college protester, government official, veteran, “hippie”)</li> <li>○ Part 2 – Students’ personal analysis of the Vietnam War (Right War? Events During? Could we have won?)</li> </ul> </li> <li>• Personal “Great Society” Plan</li> <li>• Cuban Missile Crisis Role Play</li> </ul> |
| <p><b><i>Enduring Understandings</i></b></p>  |   |  |   |   |
| <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</li> <li>• The media can strongly influence people’s opinions and viewpoints (on war and on politicians).</li> <li>• There are differing views on how involved the government should be in society and that these beliefs can influence the kinds of legislation that is proposed.</li> <li>• Exerting power and influence, whether it is through war or economic means, is always controversial.</li> <li>• Wars have far reaching impacts on the lives of the people who are involved in them. (soldier, civilian, family, citizen)</li> </ul>   |   | <p><b>Essential Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Mandate, debate, New Frontier, Great Society, Peace Corps, Bay of Pigs, Cuban Missile Crisis, Berlin Wall, Nixon, Khrushchev, Castro, Space Race, War on Poverty, Medicare, Medicaid, Immigration &amp; Nationality Act of 1965, Warren Court (court cases), Ho Chi Minh, Vietcong, guerilla warfare, 17<sup>th</sup> Parallel, Domino theory, Dien Bien Phu, Gulf of Tonkin Resolution, hawk, dove, SDS, “credibility gap” Tet offensive, My Lai, Kent State, Vietnamization, War Powers Act, Pentagon Papers, Paris Peace Accords, 26<sup>th</sup> Amendment, counterculture</li> </ul>                                     |   | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Time Free Response Essays</li> <li>• Read and discuss primary sources</li> <li>• Presidential Comparison – JFK or LBJ?</li> <li>• Candidate Comparison – JFK vs. Nixon</li> </ul>   |
| <p><b><i>Standards</i></b></p>  |   |  | <p><b><i>Resources</i></b></p>  |   |
| <p>6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p> <p>6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korea, Vietnam, and other conflicts.</p> <p>6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.</p> <p>6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.</p> <p>6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p> <p>6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.</p> <p>6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing counties affected international relations.</p> <p>6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> <p>6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.</p> <p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.13.c Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.</p> <p>6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> |   |  | <p><u>The American People: Creating a Nation and a Society</u> by Jeffrey Nash, Frederick Howe and Winkler Davis</p> <p><u>For the Record: A Documentary History of America</u> edited by David Shi and Holly Mayer</p> <p>Primary Sources:<br/> “Peace without Conquest (1965) – Lyndon B. Johnson”<br/> “Dishonoring the Vietnam Tragedy – Thomas J. Valley”<br/> “the War Powers Act”</p> <p>Other Readings:<br/> “the Shooting at Kent State” (1970) Tom Grace</p>  |   |

| <i>Unit</i>  | <i>Essential Questions</i>  | <i>Content</i>   | <i>Skills</i>   | <i>Assessment</i>  |
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| <p><b>#11</b><br/><b>Nixon,</b><br/><b>Ford, Carter</b><br/><b>&amp; the 1970s</b></p>   | <ol style="list-style-type: none"> <li>1. What role should government play in our society? How do liberals and conservatives priorities differ on budgetary spending?</li> <li>2. How has the media influenced politics and society?</li> <li>3. What effects (+ &amp; -) can a President have on a nation?</li> <li>4. How do you wage and win a cold war?</li> <li>5. How does the “people’s” trust of the government affect its ability to govern?</li> <li>6. How can America’s dependence on foreign oil negatively affect our economy?</li> </ol> | <ul style="list-style-type: none"> <li>• Nixon’s Foreign Policy (China, SU)</li> <li>• Nixon’s Domestic Policy and Reelection</li> <li>• Events &amp; Impact of Watergate Scandal</li> <li>• Ford &amp; Carter Domestic Policies &amp; Issues (slowing economy, oil shortage, etc)</li> <li>• Ford &amp; Carter Foreign Policies &amp; Issues (Vietnam, Afghanistan, Mideast Peace, Iran)</li> <li>• Social and Cultural Developments of the 70s</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Détente, Realpolitik, SALT, Henry Kissinger, silent majority, stagflation, Southern Strategy, OPEC, Watergate, 25<sup>th</sup> Amendment, Executive privilege, pardon, amnesty, Iran Hostage Crisis, amnesty, affirmative action, Helsinki Accords, SALT II, human rights, Camp David Accords, sanctions, developing world</li> </ul> | <ul style="list-style-type: none"> <li>• Take notes, define new vocabulary, read charts, graphs, and maps</li> <li>• Analyze and interpret primary source documents</li> <li>• Evaluate multiple perspectives on historical events</li> <li>• Compare present and past events to evaluate consequences of past decisions and to apply lessons learned.</li> <li>• Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> <li>• Formulating questions with multiple perspectives</li> <li>• Evaluating sources for validity and credibility and detect propaganda, censorship, and bias.</li> </ul> | <p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• Watergate Decision Making – Impeach?</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Time Free Response Essays</li> <li>• Read and discuss primary sources</li> </ul>  |
| <p><b><i>Enduring Understandings</i></b></p>   |   |  |   |  |
| <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</li> <li>• The media acts as a watchdog in a democracy.</li> <li>• Economic interdependence and globalization can have both positive and negative effects.</li> <li>• Scandals can hurt the people’s trust in their government.</li> </ul>  |   |  |   |  |
| <p><b><i>Standards</i></b></p>   |   |  |   | <p><b><i>Resources</i></b></p>   |
| <p>6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</p> <p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p> <p>6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</p> <p>6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy</p> <p>6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.</p> <p>6.1.12.A.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.</p> <p>6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>6.1.12.C.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.</p> <p>6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p> <p>6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p>6.1.12.A.16.a Determine the impact of media and technology on world politics during this time period.</p> <p>6.1.12.B.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.</p> <p>6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p> <p>6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</p> |   |  |   | <p><u>The American People: Creating a Nation and a Society</u> by Jeffrey Nash, Frederick Howe and Winkler Davis</p> <p><u>For the Record: A Documentary History of America</u> edited by David Shi and Holly Mayer</p> <p><u>Primary Source Readings:</u></p> <ul style="list-style-type: none"> <li>• Transcripts of the Senate Watergate Committee Hearings</li> <li>• <i>US v. Nixon</i> (1974)</li> <li>• Camp David Accords</li> <li>• “A National Malaise” (1976) Jimmy Carter</li> </ul> |

| Unit   | Essential Questions   | Content  | Skills   | Assessment   |
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| <p><b>#12</b><br/><b>Reagan, Bush I, &amp; the 1980's</b></p>  | <p>How do you determine presidential greatness or lack thereof? What effects, both positive and negative, can a president have on society?<br/>How do globalization and interdependence have positive and negative effects?<br/>What role does media play in our society?</p> | <ul style="list-style-type: none"> <li>Difference between Liberal and Conservative viewpoints</li> <li>Reasons for the growth of the Conservative movement in the 1980's and explain how Reagan strengthened this movement.</li> <li>How Reagan challenged communism and the Soviet Union</li> <li>Explain why communism collapsed in the Soviet Union</li> <li>Explain why GBush chose to use force in some foreign disputes and not others</li> <li>Summarize the Persian Gulf War and its results</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>conservative, liberal, Moral Majority, New Right, Roe v Wade, Reagan, Reaganomics, supply side economics, "trickle down", AIDS, Challenger Accident, SDI, Mikhail Gorbachev, Glasnost and Perestroika, Collapse of the Soviet Union, Fall of Berlin Wall, Iran-Contra Affair, War on Drugs, George Bush, New World Order, Manuel Noriega, Tiananmen Square, Somalia, Apartheid, Persian Gulf War, Saddam Hussein, Operation Desert Storm</li> </ul> | <p><b>Understand how new technology and scientific finding impacted history.</b><br/><b>Take notes</b><br/><b>Read charts/graphs</b><br/><b>Analyze primary sources and secondary sources</b><br/><b>Define new vocabulary</b><br/><b>Analyze social, political, and cultural change.</b><br/><b>Apply problem solving to develop solutions.</b><br/><b>Formulating questions with multiple perspectives</b></p> | <p><u>Performance Task:</u><br/>NEW WORLD ORDER Children's Book Tests and Quizzes</p> <p><u>Other Evidence:</u> <u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Tests and Quizzes</li> <li>Time Free Response Essays</li> <li>Read and discuss primary sources</li> <li>Political Spectrum. From the Way I see It DI Activity</li> </ul>   |
| <p><b>Enduring Understandings</b></p>  |   |  |  |  |
| <p><i>Students will understand that...</i><br/>Differing views on government's role in social and economic issues led to greater partisanship in government decision making.</p> <p>The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.</p> <p>Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</p>  |   |  |  |  |
| <p><b>Standards</b></p>  |   |  |  | <p><b>Resources</b></p>  |
| <p>6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.<br/>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.<br/>6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.<br/>6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.<br/>6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.<br/>6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.<br/>6.1.12.C.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.<br/>6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.<br/>6.1.12.C.14.c 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.<br/>6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.<br/>6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.<br/>6.1.12.A.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.<br/>6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.<br/>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.<br/>6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.<br/>6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.<br/>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.<br/>6.1.12.B.15.a Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.<br/>6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.<br/>6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.<br/>6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.<br/>6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.<br/>6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.<br/>6.1.12.B.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.<br/>6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.<br/>6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.<br/>6.1.12.D.16.c 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.</p> |   |  |  | <p><u>The American People: Creating a Nation and a Society</u> by Jeffrey Nash, Frederick Howe and Winkler Davis</p> <p><u>For the Record: A Documentary History of America</u> edited by David Shi and Holly Mayer</p> <p><u>Primary Sources:</u><br/>"Listen America" (1980) Jerry Falwell<br/>"The Evil Empire" (1983) Ronald Reagan<br/>"A New World Order" (1991) George HW Bush</p> <p><a href="http://www.gotoquiz.com/politics/political-spectrum-quiz.html">http://www.gotoquiz.com/politics/political-spectrum-quiz.html</a><br/><b>This Century America's Time "A NEW WORLD"</b><br/><a href="http://www.youtube.com/watch?v=-Benn-JMig4&amp;feature=related">http://www.youtube.com/watch?v=-Benn-JMig4&amp;feature=related</a><br/>Fall of Berlin Wall clip<br/><a href="http://www.youtube.com/watch?v=wNXXbJ_bCLc">http://www.youtube.com/watch?v=wNXXbJ_bCLc</a><br/>Reagan's Presidency<br/><a href="http://www.whitehouse.gov/about/presidents/ronaldreagan/">http://www.whitehouse.gov/about/presidents/ronaldreagan/</a><br/>Bush's presidency<br/><a href="http://www.whitehouse.gov/about/presidents/georgehwBush">http://www.whitehouse.gov/about/presidents/georgehwBush</a></p> |

Persian Gulf War  
<http://www.pbs.org/wgbh/pages/frontline/gulf/>  
 War on Drugs  
<http://www.pbs.org/wgbh/pages/frontline/shows/drugs/cron/>

| <i>Unit</i>  | <i>Essential Questions</i>  | <i>Content</i>  | <i>Skills</i>   | <i>Assessment</i>   |
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| <p><b>#13</b><br/> <b><i>In to a New Century 1992-Present</i></b></p>  | <p>How do you determine presidential greatness or lack thereof? What effects, both positive and negative, can a president have on society?<br/>           How do globalization and interdependence have positive and negative effects?<br/>           What role does media play in our society?<br/>           How does technology impact the daily life of the individual and society?</p> | <ul style="list-style-type: none"> <li>Describe the development of the computer and the internet and its impact on all aspects of society.</li> <li>Analyze the impact of new technology on the way people communicate</li> <li>Explain how globalization impacts the American economy</li> <li>Explain why Clinton won in 1992.</li> <li>Assess the success of Clinton’s domestic policy</li> <li>Analyze the Clinton impeachment</li> <li>Foreign Policy Goals of Clinton</li> <li>Election of 2000 / GWBush’s goals as president</li> <li>Impact of 9/11 / Impact of immigration on American society</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>Personal computer, biotechnology, internet, globalization, multinational corporation, service economy,</li> <li>Immigration Act of 1990</li> <li>Clinton, Contract with America, Ross Perot, Family Medical Leave Act, Healthcare reform, Brady Bill, Oklahoma City Bombing,, Newt Gingrich, Kenneth Starr, impeachment, Monica Lewinsky, NAFTA, Somalia, ethnic cleansing, war in Yugoslavia, rise of al Qaeda, 1993 World Trade Center bombing,, Genocide in Bosnia</li> <li>Election of 2000, Dick Cheney, No Child Left Behind, Afghanistan, Taliban, Patriot Act, Department of Homeland Security, Osama Bin Laden, Weapons of Mass Destruction, Condoleezza Rice, War in Iraq, Relief Efforts for Hurricane Katrina and Asian tsunami,</li> <li>Barack Obama, economic collapse, Osama Bin Laden, withdrawal from Iraq, relief efforts in Haiti and Japan, Hillary Rodham Clinton,</li> </ul> | <p><b>Understand how new technology and scientific finding impacted history.</b><br/> <b>Take notes</b><br/> <b>Read charts/graphs</b><br/> <b>Analyze primary sources and secondary sources</b><br/> <b>Define new vocabulary</b><br/> <b>Analyze social, political, and cultural change.</b><br/> <b>Apply problem solving to develop solutions.</b><br/> <b>Formulating questions with multiple perspectives</b></p> | <p><u>Performance Task:</u><br/>           Election Project: compare/contrast political platforms of George w. Bush and Al Gore (2000 election) with your platform on the issues of that time period.</p> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Tests and Quizzes</li> <li>Time Free Response Essays</li> <li>Read and discuss primary sources</li> </ul>                    |
| <b><i>Enduring Understandings</i></b>  |   |   |   |   |
| <p><i>Students will understand that...</i><br/>           Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.<br/>           The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.<br/>           Differing views on government’s role in social and economic issues led to greater partisanship in government decision making.<br/>           The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.<br/>           Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</p>  |   |   |   |   |
| <b><i>Standards</i></b>  |   |   |   | <b><i>Resources</i></b>   |
| <p>6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.<br/>           6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.<br/>           6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.<br/>           6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.<br/>           6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.<br/>           6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.<br/>           6.1.12.A.14.g Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).<br/>           6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.<br/>           6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and</p> |   |   |   | <p><u>The American People: Creating a Nation and a Society</u> by Jeffrey Nash, Frederick Howe and Winkler Davis</p> <p><u>For the Record: A Documentary History of America</u> edited by David Shi and Holly Mayer</p> <p><u>Primary Source Readings:</u><br/>           “Contract with America” (1994)<br/>           “No Child Left Behind Act” (2001)<br/>           “Address to Congress following</p> |

political issues.

6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.C.14.c 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.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.

6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

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

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

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

6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.

6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.B.15.a Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.

6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.

6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.

6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.

6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.

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

6.1.12.D.15.d 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.A.16.a Determine the impact of media and technology on world politics during this time period.

6.1.12.A.16.b 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.A.16.c 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.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.

6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.

6.1.12.D.16.c 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.

September 11, 2001" George W. Bush

Other Readings:

"Couch-Potato Democracy" (1996

Richard M. Valelly

"Setting right a Dangerous World"

(2002) John Lewis Gaddis

Clinton as president

<http://www.whitehouse.gov/about/presidents/williamjclinton/>

- Bosnian Genocide  
<http://www.historyplace.com/worldhistory/genocide/bosnia.htm>

- George W Bush as president  
<http://www.whitehouse.gov/about/presidents/georgewbush>

- 9/11 Digital Archive  
<http://911digitalarchive.org/>

Ten Years Later  
[http://www.cbsnews.com/2718-201\\_162-1241.html](http://www.cbsnews.com/2718-201_162-1241.html)

- White House website issues of the presidency  
<http://www.whitehouse.gov/issues/>

- Iraq War  
[http://topics.cnn.com/topics/iraq\\_war](http://topics.cnn.com/topics/iraq_war)

- Healthcare reform  
<http://www.healthcare.gov/>

- Globalization  
<http://www.globalization101.org/>

- Taliban  
<http://topics.nytimes.com/top/reference/timestopics/organizations/t/taliban/index.html>

# APPENDIX A: Common Core Standards

## Common Core Literacy Standards in History/Social Studies

### Reading

#### Key Ideas and Details

**RH.11-12.1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

#### Craft and Structure

**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 points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

#### Integration of Knowledge and Ideas

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

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

**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.

#### Range of Reading and Level of Text Complexity

**RH.11-12.10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

### Writing

#### Text Types and Purposes

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

- **WHST.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- **WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **WHST.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **WHST.11-12.1e** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write *informative/explanatory texts*, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- **WHST.11-12.2a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **WHST.11-12.2c** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **WHST.11-12.2d** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- **WHST.11-12.2e** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

#### Production and Distribution of Writing

**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, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

#### Research to Build and Present Knowledge

**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 informational texts to support analysis, reflection, and research.

#### Range of Writing

**WHST.11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.