

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

**CONTEMPORARY GLOBAL ISSUES LEARNING
CENTER**

AP UNITED STATES HISTORY

COURSE PHILOSOPHY

AP United States History is a year long, Advanced Placement level course that creates a long-lasting understanding of the American growth and evolution over time. The goal of this course is to instill in each Contemporary Global Issues student the skills and knowledge to understand the direction and course of the American nation, through understanding the growth of industry, the emergence of the United States as a superpower, the struggles for gender and race equality at home and the direction of modern America in a growing technologically and economically interconnected world. Students will exit this course with an understanding of how the United States has grown from an industrial nation with roots in isolationism to a nation who is one of the foremost leaders on the world stage.

COURSE DESCRIPTION

Grade Level: 11

Department: Contemporary Global Issues
Learning Center

Course Title: AP United States History

Credits: 5

Course Code: 233250

BOARD OF EDUCATION ADOPTION DATE: AUGUST 31, 2009

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

AP United States History is a year long, Advanced Placement level course that creates a long-lasting understanding of the American growth and evolution over time. The goal of this course is to instill in each Contemporary Global Issues student the skills and knowledge to understand the direction and course of the American nation, through understanding the growth of industry, the emergence of the United States as a superpower, the struggles for gender and race equality at home and the direction of modern America in a growing technologically and economically interconnected world. Students will exit this course with an understanding of how the United States has grown from an industrial nation with roots in isolationism to a nation who is one of the foremost leaders on the world stage.

Course Description

This course prepares students to use higher level thinking to critically analyze and evaluate problems, decisions and turning points in American History. AP United States History culminates in an Advanced Placement exam. This course, through methods of testing, projects, writing, in-class debate and discussion and independent learning teaches students educational skills that will help them to succeed in college and beyond.

The objective of this course is to have students understand the lasting impacts and future of American culture, economy, politics and society through a variety of learning endeavors. Students will participate in class simulation activities, independent learning and other activities in a collegiate style learning environment.

**Freehold Regional High School District
Curriculum Map**

AP United States History

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1A1-8; 6.2A1,3,5-6; B3-5; C2,4,5; D1-5; E1-5, 8-9, 13, 15; 6.4G2; H1-6; I1,3,11; K1,2,4-7; L1,4-7; 6.5A1,2,4,5,7,8; B1,2,5,6; 6.6A5; B3; D3-5; E1,6,8; 8.1A1,5,7,8; B2,4,6,7; 8.2A3; 8.2C2,3	American citizens perceive equality to have different meanings through different time periods, which impacts people's lives.	Why is freedom important? What happens when an individual's or a group's freedoms are limited or abolished? How does equality or inequality impact society?	Pre-write on topic Do-now questions	Writings Projects Interviews	Tests Projects Writings
6.1A1,2,3,4,5,6,7,8; 6.2A3,5,6; B3,4,5; C2,4,5; D1,2,3,5; E1-5,9,13; 6.4K1,2,4,5,6; L4,5; 6.5A2; B6; 6.6B3; D4,5; E8; 8.1A1,5,7,8; B2,4,6,7; 8.2A3; C2,3	Individuals have a distinct and important role in a democratic society.	What role does the individual play in a democratic society? How do personal beliefs shape government? How can dissatisfaction amongst citizens lead to an uprising?	Pre-test Class discussion	Role-plays Class discussion	
6.1A1-7; 6.2A1,3-6; 6.2B3-6; C2,4-6; 6.2D1-5; 6.2E1-5,8,9,13,15; 6.4G2; H1-6; I1-4,6-8,10,11; J1,2,4-6; K7; L1,4-7; 6.5A1-8; B1,2,5,6; 6.6A5; B3; D3-5; E1,6,8; 8.1A1,5,7,8; B2,4,6,7; 8.2A3; C2,3	The government can play a large role in the lives of individuals and the economy depending on national and world circumstances.	How has economic growth altered American society? What role should the government play in the lives of individuals? Should the government take a hand in regulation of the economy?			
6.1A1-8; 6.2A1,3-6; B3-6; C2,4-6; D1-5; E1-5,9,13,15; 6.4G2; H1-4; I2-4,6-8,10; J1,2,4-6; K1,2,4-6; L4,5; 6.5A1-8; B1,2,5,6; 6.6A5; B3; D4,5; E1,6,8; 8.1A1,5,7,8; B2,4,6,7; 8.2A3; 8.2C2,3	Political and social movements have a significant impact on the direction of the nation.	How does presidential policy impact the nation? How do political and social movements influence the direction of the nation?			
6.1A1-8; 6.2A1,3,4-6; B3-6; C2,4-6; D1-5; E1-5, 8, 9, 13, 15; 6.4H3-6; I1-4,6-8,10,11; 6.4J1,2,4-6; K1,2,4-7; L1,4-7; 6.5A1-3,5,7,8; B1,2,5,6; 6.6A5; B3; D3-5; E1,6,8; 8.1A1,5,7,8; B2,4,6,7; 8.2A3; C2,3	Throughout time, the role of the United States in the world has changed and expanded.	Does the United States have the right or the duty to spread democracy? How have political, cultural and social differences impacted the direction of the nation? How has the expansion of the United States impacted American politics, society and economics? How has the United States spread its beliefs and culture throughout the world?			

**Freehold Regional High School District
Course Proficiencies and Pacing**

AP United States History

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Gilded Age, Industrialization & Urbanization	<p>American citizens perceive equality to have different meanings through different time periods. The government can play a large role in the lives of individuals and the economy depending on national and world circumstances. Political and social movements have a significant impact on the direction of the of the nation.</p> <ol style="list-style-type: none"> 1. Students will understand how the politics of the Gilded Age shaped American culture and society. 2. Students will understand how industrialization and urbanization impacted the lives of Americans in the Gilded Age. 	4-6 weeks
Unit #2: Closing of the Frontier & Imperialism	<p>American citizens perceive equality to have different meanings through different time periods, which impacts people's lives. The government can play a large role in the lives of individuals and the economy depending on national and world circumstances. Throughout time, the role of the United States in the world has changed and expanded.</p> <ol style="list-style-type: none"> 1. Students will understand how the closing of the frontier altered American culture and fueled an appetite for imperialism. 2. Students will understand how American imperialism set the stage for America as world power. 	2- 3 weeks
Unit #3: Progressivism & World War I	<p>The government can play a large role in the lives of individuals and the economy depending on national and world circumstances. Political and social movements have a significant impact on the direction of the nation. Throughout time, the role of the United States in the world has changed and expanded.</p> <ol style="list-style-type: none"> 1. Students will understand how the government and local citizens can change ills in society. 2. Students will understand how the United States began to step into the role of World Power. 3. Students will understand the long term effects of the Progressive Era and World War I on American culture. 	3 -5 weeks
Unit #4: 1920s, Great Depression, New Deal & World War II	<p>The government can play a large role in the lives of individuals and the economy depending on national and world circumstances. Political and social movements have a significant impact on the direction of the nation. Throughout time, the role of the United States in the world has changed and expanded.</p> <ol style="list-style-type: none"> 1. Students will understand the role of government in times of economic crisis. 2. Students will understand how the New Deal and Great Depression altered the scope of governmental power for the future. 3. Students will understand how World War II catapulted the United States to the world's leading superpower. 	6 – 8 weeks

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #5: The Cold War, 1950s & 1960s	<p>American citizens perceive equality to have different meanings through different time periods, which impacts people's lives.</p> <p>Individuals have a distinct and important role in a democratic society.</p> <p>Political and social movements have a significant impact on the direction of the nation.</p> <p>Throughout time, the role of the United States in the world has changed and expanded.</p> <ol style="list-style-type: none"> 1. Students will understand how the Cold War impacted the entire world. 2. Students will understand how the Cold War impacted American culture and life. 3. Students will understand how the 1950s and the 1960s set the stage for the modern era. 4. Students will understand how the struggles for equality in the 1950s and 1960s shaped modern political and social culture. 	5 -7 weeks
Unit #6: 1970s & 1980s	<p>American citizens perceive equality to have different meanings through different time periods, which impacts people's lives.</p> <p>The government can play a large role in the lives of individuals and the economy depending on national and world circumstances.</p> <p>Throughout time, the role of the United States in the world has changed and expanded.</p> <ol style="list-style-type: none"> 1. Students will understand how the 1970s and 1980s brought a return to political conservatism in America. 2. Students will understand how the tumultuous culture of the 1970s shaped the conservatism of the 1980s. 3. Students will understand how the 1970s and 1980s set the stage for the modern era. 	4 -5 weeks
Unit #7: 1990s & Contemporary America	<p>American citizens perceive equality to have different meanings through different time periods, which impacts people's lives.</p> <p>The government can play a large role in the lives of individuals and the economy depending on national and world circumstances.</p> <p>Throughout time, the role of the United States in the world has changed and expanded.</p> <ol style="list-style-type: none"> 1. Students will understand how the politics and culture of the modern era is a reflection of American history. 2. Students will be able to predict how the politics, economics and culture of the modern era will shape the future. 3. Students will understand how technology has impacted and changed American life, society, politics, economics & culture. 	6 - 8 weeks

**Freehold Regional High School District
AP United States History**

Unit #1: Gilded Age, Industrialization, & Urbanization

Enduring Understandings: American citizens perceive equality to have different meanings through different time periods, which impacts people’s lives.
The government can play a large role in the lives of individuals and the economy depending on national and world circumstances.
Political and social movements have a significant impact on the direction of the nation.

Essential Questions: What happens when an individual’s or a group’s freedoms are limited or abolished?
How does equality or inequality impact society?
How has economic growth altered American society?
Should the government take a hand in regulation of the economy?
How does presidential policy impact the nation?

Unit Goals: Students will understand how the politics of the Gilded Age shaped American culture and society.
Students will understand how industrialization and urbanization impacted the lives of Americans in the Gilded Age.

Duration of Unit: 4-6 weeks

NJCCCS: 6.1A3,4,5,7; 6.2A5,6; 6.2B3,5; 6.2C5; 6.2D1,5; 6.2E9; 6.4G2; 6.4H1,2,3,4; 6.5A4,8; 6.5B5; 6.6A5; 6.6B3; 6.6D4,5; 8.1A1,5,7,8; 8.1B2,4,6,7; 8.2A3; 8.2C2,3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did political corruption shape the Gilded Age?</p> <p>How did the Gilded Age presidents attempt to clean up political corruption?</p> <p>How did President Garfield’s assassination lead to reform of the spoils system?</p> <p>Why is the Gilded Age presidents referred to as the “Forgotten Presidents?”</p>	<p>Content/Concepts: Includes, but not limited to:</p> <ul style="list-style-type: none"> • Crédit Mobilier scandal • Patronage • Pendleton Civil Service Act • Gilded Age Presidents <p>Theme:</p> <ul style="list-style-type: none"> • Political corruption <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 23-25.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 23-25.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA.</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p>	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <p><i>Caricature:</i> Students will create a caricature of a prominent Gilded Age individual. Additionally they will write about how the caricature depicts the individual.</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did monopolistic business practices affect the politics and economics of the Gilded Age?</p> <p>How did the industrial tycoons of the Gilded Age perfect their business strategies?</p> <p>How did the government try to curb the power of the monopolies in the Gilded Age?</p> <p>Why did labor unions rise in the Gilded Age? How did immigration impact urbanization?</p> <p>What reform movements sprang out of urbanization?</p>	<p>Content/Concepts: Includes, but not limited to:</p> <ul style="list-style-type: none"> • Monopolists (Rockefeller, Carnegie, etc.) • Trusts and monopolies • Corrupt business practices (vertical and horizontal integration, pools, etc.) • Sherman Anti-Trust Act • Interstate Commerce Act • Labor unions (Knights of Labor, American Federation of Labor, etc.) <p>Theme:</p> <ul style="list-style-type: none"> • Industrialization <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing <p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Urbanization • Tenements • Immigration • Reforms (Hull House, settlement houses, etc.) <p>Themes:</p> <ul style="list-style-type: none"> • Urbanization • Immigration <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 23-25.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 23-25.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA.</p> <p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 23-25.</p> <p>her Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 23-25.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA.</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p> <p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p> <p>DBQ</p> <p><i>Field Trip:</i> Students will take a field trip to the Lower East Side Tenement Museum.</p> <p><i>Simulation:</i> Students will participate in a tenement simulation, in which they create their own tenement within the classroom.</p> <p><i>Opinion, Discussion & Connection:</i> Students will participate in an activity where they read and respond to controversial statements about immigration. Their responses will then be recorded on posters and discussed as a class. Parallels will be drawn between the modern era and the history of immigration.</p>	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <ul style="list-style-type: none"> • <i>Op/Ed Piece:</i> Students will write an Op/Ed newspaper article giving reasons to support labor unions. <p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <p>Simulation Rubric</p> <p><i>Letter:</i> Students will write a letter to a local newspaper about Lodge’s and Cleveland’s views on the immigration</p> <p>Literacy Test</p> <p><i>Letter:</i> Students will write a memo to the New York City mayor discussing problems and solutions in immigrant neighborhoods.</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through differentiation of assessment activities to allow for different skills and talents, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- Assign roles within cooperative learning groups to provide opportunities for all students to use individual skills and talents to connect with unit content, themes and concepts

**Freehold Regional High School District
AP United States History**

Unit #2: Closing of the Frontier & Imperialism

Enduring Understandings: American citizens perceive equality to have different meanings through different time periods, which impacts people’s lives.
The government can play a large role in the lives of individuals and the economy depending on national and world circumstances.
Throughout time, the role of the United States in the world has changed and expanded.

Essential Questions: What happens when an individual’s or a group’s freedoms are limited or abolished?
How has economic growth altered American society?
Does the United States have the right or the duty to spread democracy?
How has the expansion of the United States impacted American politics, society and economics?
How has the United States spread its beliefs and culture throughout the world?

Unit Goals: Students will understand how the closing of the frontier altered American culture and fueled an appetite for imperialism.
Students will understand how American imperialism set the stage for America as world power.

Duration of Unit: 2-3 weeks

NJCCCS: 6.1A1,2,3,4,5,7; 6.2A3,5; 6.2B3,5; 6.2C5; 6.2D1,5; 6.2E1,2,4,9,13,15; 6.4H3,4,5,6; 6.4I1,3,11; 6.6A5; 6.6B3; 6.6D3,5; 8.1A1,5,7,8; 8.1B2,4,6,7; 8.2A3; 8.2C2,3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How was Native American culture altered by the closing of the frontier?</p> <p>How did Native American resistance affect governmental policy towards the tribes?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Native American tribes (Sioux, Apache, etc.) • Sun Dance • Battle of Wounded Knee • Reservation System • Dawes Act <p>Theme:</p> <ul style="list-style-type: none"> • Native American assimilation <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 26-27.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 26-27.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p>	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <ul style="list-style-type: none"> • <i>Writing response:</i> Students will write a response to Carl Schurz’s plan to civilize the Native Americans

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did the closing of the frontier politicize farmers?</p> <p>What did the farmers hope to see accomplished through political action?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Populists • Free coinage of silver • William Jennings Bryan • Political reforms (recall, initiative, referendum, etc.) <p>Theme:</p> <ul style="list-style-type: none"> • Populism <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 26-27.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 26-27.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY. Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p> <ul style="list-style-type: none"> • <i>Debate</i>: Students will debate the free silver issue playing the roles of farmers vs. industrialists. 	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <p>Debate Rubric</p>
<p>Why did America become an imperialist nation?</p> <p>How did American imperialism facilitate the rise of the United States as a superpower?</p> <p>How did yellow journalism fuel the fire for the American imperialist appetite?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Hawaii • Reasons for imperialism (naval power, new markets, cultural superiority, etc.) • Spanish American War • Yellow Journalism • Roosevelt Corollary • Theodore Roosevelt • Panama Canal • Mexico <p>Theme:</p> <ul style="list-style-type: none"> • Imperialism <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 26-27.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 26-27.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY. Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p> <ul style="list-style-type: none"> • <i>Project</i>: Students will create a PowerPoint project about one area affected by U.S. imperialism. Project will be presented to the class. 	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <p>Project Rubric</p> <ul style="list-style-type: none"> • <i>News Article</i>: Students will write a news article in the style of yellow journalism about one event in the Spanish American War.

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through differentiation of assessment activities to allow for different skills and talents, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- Assign roles within cooperative learning groups to provide opportunities for all students to use individual skills and talents to connect with unit content, themes and concepts.

**Freehold Regional High School District
AP United States History**

Unit #3: Progressivism & World War I

Enduring Understandings: The government can play a large role in the lives of individuals and the economy depending on national and world circumstances.
Political and social movements have a significant impact on the direction of the nation.
Throughout time, the role of the United States in the world has changed and expanded.

Essential Questions: How has economic growth altered American society?
What role should the government play in the lives of individuals?
Should the government take a hand in regulation of the economy?
How does presidential policy impact the nation?
How do political and social movements influence the direction of the nation?
How have political, cultural and social differences impacted the direction of the nation?

Unit Goals: Students will understand how the government and local citizens can change ills in society.
Students will understand how the United States began to step into the role of World Power.
Students will understand the long term effects of the Progressive Era and World War I on American culture

Duration of Unit: 3-5 weeks

NJCCCS: 6.1A1,3-7; 6.2A3,5,6; B3,5,6; C2,4,5,6; D1,2,4,5; E1,2,5,9; 6.4H3,4; I2,3,4,6,7,10; 6.5B1,5; 6.6A5; B3; D5; E1,6; 8.1A1,5,7,8; B2,4,6,7; 8.2A3; C2,3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What goals did the Progressives hope to meet?</p> <p>Why did Progressivism emerge?</p> <p>How was Progressivism represented in politics?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Urban reforms • Economic reforms • Political reforms (17th Amendment, initiative, referendum, recall, etc.) • Theodore Roosevelt • Square Deal • Election of 1912 • Woodrow Wilson • New Freedom <p>Theme:</p> <ul style="list-style-type: none"> • Progressivism <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 28-30.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 28-30.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p>	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <p>Project Rubric</p> <ul style="list-style-type: none"> • <i>Speech</i>: Students will choose a topic from the Progressive Era and write a three-five minute speech on the topic. Speech will be presented in class.

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the causes of World War I?</p> <p>Why did the United States abandon its position of neutrality to enter World War I?</p> <p>What did the United States contribute to World War I?</p> <p>Could Wilson's Fourteen Points have created a lasting peace in Europe?</p> <p>Why was the Treaty of Versailles an ineffective document?</p> <p>How did the Treaty of Versailles lead to World War II?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • MAIN Causes of World War I • U.S. entry into World War I (Zimmerman Note, Lusitania, etc.) • U.S. contributions to World War I • Allies • Central Powers • Big Four • Fourteen Points • League of Nations • Treaty of Versailles <p>Theme:</p> <ul style="list-style-type: none"> • World War I <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 28-30.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 28-30.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p> <p>DBQ</p> <ul style="list-style-type: none"> • <i>Opinion, Discussion & Connection</i>: Students will participate in an activity where they read and respond to controversial statements about peace treaties. Their responses will then be recorded on posters and discussed as a class. Parallels will be drawn between the modern era and the history of immigration. 	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <ul style="list-style-type: none"> • <i>Analysis</i>: Students will write an analysis of the validity of Wilson's Fourteen Points.

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through differentiation of assessment activities to allow for different skills and talents, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- Assign roles within cooperative learning groups to provide opportunities for all students to use individual skills and talents to connect with unit content, themes and concepts.

**Freehold Regional High School District
AP United States History**

Unit #4: 1920s, Great Depression, New Deal & World War II

Enduring Understandings: The government can play a large role in the lives of individuals and the economy depending on national and world circumstances.
Political and social movements have a significant impact on the direction of the nation.
Throughout time, the role of the United States in the world has changed and expanded.

Essential Questions: How has economic growth altered American society?
What role should the government play in the lives of individuals?
Should the government take a hand in regulation of the economy?
How does presidential policy impact the nation?
How do political and social movements influence the direction of the nation?
Does the United States have the right or the duty to spread democracy?

Unit Goals: Students will understand how the changing culture of the 1920s set the stage for equal rights and a more open society.
Students will understand how government power was altered and expanded to meet the public good during the Great Depression.
Students will understand how World War II launched the United States into becoming a superpower and how it provided the thrust for the equal rights movements of the latter portion of the 20th century.

Duration of Unit: 6-8 weeks

NJCCCS: 6.1A1-7; 6.2A1,3,4-6; B4-6; C2,4-6; D1-5; E1,2,4,15; 6.4I8,10; J1,2,4-6; 6.5A1-3,5,7,8; B1,2,5,6; 6.6A5; D4,5; E1,8; 8.1A1,5,7,8; B2,4,6,7; 8.2A3; C2,3

Guiding Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did American culture and society change in the 1920s? Why the 1920s was called the “Roaring Twenties?”</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Jazz Age • Harlem Renaissance • Lost Generation • Prohibition <p>Theme:</p> <ul style="list-style-type: none"> • The “Roaring Twenties” <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 31-35. Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 31-35. Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY. Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion Primary Documents – Analysis & Response Writing Chapter study guides Posters <i>Station Activity:</i> Students will be put into groups. In these groups, students will be looking at “artifacts” from the 1920s. The stations are prohibition, farming, flappers, stocks, Harlem Renaissance and immigration. Students will have five minutes at each station to analyze the “artifacts” to get an overview of the 1920s.</p>	<p>Quizzes Tests Writing Rubric Project Rubric <i>Collage:</i> Students will create a collage that represents the 1920s. They will also write a summary that compares the 1920s with the modern era.</p>
<p>How did the presidents of the 1920s bring America back to an age of laissez-faire politics? How did corruption tarnish the Harding presidency?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Warren Harding • Ohio Gang • Teapot Dome Scandal • Kellogg-Briand Pact • Fordney-McCumber Tariff • Calvin Coolidge <p>Theme:</p> <ul style="list-style-type: none"> • Politics of the 1920s 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 31-35. Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 31-35. Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>.</p>	<p><i>Personal Ad:</i> Students will create a personal ad for President Calvin Coolidge. Using their knowledge of the president, they will try to find him an ideal match.</p>	<p>Quizzes Tests Writing Rubric Project Rubric</p>

Guiding Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the causes of the Great Depression? Why were people angry with President Hoover for his handling of the Great Depression? What were the effects of the Great Depression?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Causes of the Great Depression (overproduction, extension of credit, farm failure, etc.) • Herbert Hoover • Stock Market Crash • Hoovervilles • Bonus Army • Reconstruction Finance Corporation • Dust Bowl • Election of 1932 <p>Theme: The Great Depression</p>	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 31-35. Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 31-35. Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY. Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p>	<p>Quizzes Tests Writing Rubric</p> <ul style="list-style-type: none"> • <i>Writing:</i> Students will write an analysis of President Hoover’s handling of the Great Depression.
<p>Was the New Deal effective? How did President Roosevelt’s philosophy of direct relief differ from President Hoover’s? Did the New Deal solve the problems of the Great Depression? Why was FDR such a beloved president?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • New Deal Programs <ul style="list-style-type: none"> ○ Agricultural Adjustment Act ○ Social Security ○ Federal Deposit Insurance Corporation ○ Wagner Act • Franklin Roosevelt • Court Packing <p>Theme: • The New Deal</p> <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 31-35. Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 31-35. Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY. Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p>	<p>Quizzes Tests Writing Rubric Project Rubric</p> <ul style="list-style-type: none"> • <i>Soup Can:</i> Students will create a soup can that details one of the New Deal programs.

Guiding Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why did the United States enter World War II?</p> <p>Why World War II is sometimes referred to as “the good war”?</p> <p>How did World War II solidify the United States’ superpower status?</p> <p>How did World War II change life on the home front?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Pearl Harbor • Atlantic Charter • Lend-Lease Act • Cash and Carry • World War II on the home front (draft, Rosie the Riveter, rationing, internment camps, etc.) • Axis • Yalta Conference • Potsdam Conference • Atomic bomb • Harry Truman; Franklin Roosevelt; Winston Churchill; Josef Stalin • Holocaust • Adolf Hitler • Benito Mussolini • Hirohito <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 31-35.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 31-35.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p> <p>Video Resource: PBS <u>Memory of the Camps</u>. 1985.</p>	<p>Lecture and class discussion Primary Documents – Analysis & Response Writing Chapter study guides Posters DBQ</p> <ul style="list-style-type: none"> • <i>Video</i>: Students will watch <u>Memory of the Camps</u>. This is a documentary that shows footage of the liberation of concentration camps. • <i>Personal Accounts</i>: Students will read memoirs of people who were in the internment camps. • <i>Personal Accounts</i>: Students will read memoirs of survivors of the atomic blasts. 	<p>Quizzes Tests Writing Rubric</p> <ul style="list-style-type: none"> • <i>Writing</i>: Students will analyze whether the Atlantic Charter pulled the United States out of neutrality or not.

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through differentiation of assessment activities to allow for different skills and talents, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- Assign roles within cooperative learning groups to provide opportunities for all students to use individual skills and talents to connect with unit content, themes and concepts

**Freehold Regional High School District
AP United States History**

Unit #5: The Cold War & the Era of Social Change

Enduring Understandings: American citizens perceive equality to have different meanings through different time periods, which impacts people’s lives.
 Individuals have a distinct and important role in a democratic society.
 Political and social movements have a significant impact on the direction of the nation.
 Throughout time, the role of the United States in the world has changed and expanded.

Essential Questions: Why is freedom important?
 What happens when an individual’s or a group’s freedoms are limited or abolished?
 How does equality or inequality impact society?
 What role does the individual play in a democratic society?
 How can dissatisfaction amongst citizens lead to an uprising?
 How do political and social movements influence the direction of the nation?
 Does the United States have the right or the duty to spread democracy?

Unit Goals: Students will understand how the Cold War impacted the entire world.
 Students will understand how the Cold War impacted American culture and life.
 Students will understand how the 1950s and the 1060s set the stage for the modern era.

Duration of Unit: 5-7 weeks

NJCCCS: 6.1A1-8; 6.2A3,5,6; B3-5; C2,4,5; D1-3,5; E1-5,9,13; 6.4K1,2,4-6; L4,5; 6.5A2; B6; 6.6B3; D4,5; E8; 8.1A1,5,7,8; B2,4,6,7; 8.2A3; C2,3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Why did the United States and Soviet Union emerge as the two world superpowers at the end of World War II? How did the culture of the Cold War shape American culture? Why did the Cold War happen?	Content/Concepts: Including, but not limited to: <ul style="list-style-type: none"> • Satellite Nations • Iron Curtain • Warsaw Pact • NATO • McCarthyism • Cuban Missile Crisis • Bay of Pigs • Harry Truman; Dwight Eisenhower; John F. Kennedy; Josef Stalin; Nikita Khrushchev • Space Race • Korean War • Douglas MacArthur 	Textbook: Bailey, Thomas et. al. <u>The American Pageant</u> , Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 36-38. Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u> . The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 36-38. Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u> . Amsco School Publications, Inc.: 2002, New York, NY. Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u> . Tenth Edition. Houghton Mifflin: 2002, Boston, MA	Lecture and class discussion Primary Documents – Analysis & Response Writing Chapter study guides Posters DBQ <i>Trial:</i> Students will put Joseph McCarthy on trial.	Quizzes Tests Writing Rubric Project Rubric <i>Writing:</i> Students will write an analysis paper about who was to blame for the Cold War.
Why did suburbs become more popular? How did a teen culture emerge in the 1950s? How did the end of World War II alter family structure and American culture?	Content/Concepts: Including, but not limited to: <ul style="list-style-type: none"> • Baby Boom • Levittowns • Rock ‘n’ Roll • G.I. Bill • Consumerism Skills: <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	Textbook: Bailey, Thomas et. al. <u>The American Pageant</u> , Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 36-38. Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u> . The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 36-38. Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u> . Amsco School Publications, Inc.: 2002, New York, NY. Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u> . Tenth Edition. Houghton Mifflin: 2002, Boston, MA	Lecture and class discussion Primary Documents – Analysis & Response Writing Chapter study guides Posters	Quizzes Tests Writing Rubric <i>Teen Magazine:</i> Students will create a one page spread from a teen magazine from the 1950s. It should display the pop culture of the era.

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why did the Civil Rights Movement emerge in the 1950s?</p> <p>Who were the major figures of the Civil Rights Movement?</p> <p>Why was peaceful protest an effective tool in the Civil Rights Movement?</p> <p>What were the goals of the Civil Rights Movement?</p> <p>Why did the Civil Rights Movement turn violent in the late 1960s?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Martin Luther King, Jr. • Civil Rights Groups (SCLC, CORE, etc.) • Montgomery Bus Boycott • March on Washington • Malcolm X • Black Power Movement • Civil Rights Act of 1964 • Freedom Summer • Freedom Rides • Voting Rights Act of 1965 • Civil Rights of 1968 • Brown vs. Board of Education 	<p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 36-38.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p> <p>Video Resource: PBS <u>The Murder of Emmett Till</u>. 2002.</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p> <p><i>Video:</i> Students will watch the documentary <u>The Murder of Emmett Till</u>.</p> <p><i>Reading:</i> Students will read and discuss the murder confession of the men responsible for killing Emmett Ti</p>	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p>
<p>Why did a counterculture emerge in the 1960s?</p> <p>How did Lyndon Johnson represent a return to progressive ideals?</p> <p>Why was the Kennedy assassination such a national tragedy?</p> <p>How did the teen culture of the 1950s differ from the teen culture of the 1960s?</p> <p>How did the rulings of the Warren Court change American life?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • John F. Kennedy • Lyndon B. Johnson • The Great Society <ul style="list-style-type: none"> ○ Medicare ○ Medicaid ○ Civil Rights Act of 1964 ○ Voting Rights Act of 1965 • Hippies • Protest movements • Robert Kennedy • Warren Court <p><i>Miranda v. Arizona</i> <i>Engel v. Vitale</i></p>	<p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 36-38.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p>	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <ul style="list-style-type: none"> • <i>Obituary:</i> Students will write an obituary for Lyndon Johnson.
<p>Why did the United States enter Vietnam?</p> <p>How did presidential power expand due to the Vietnam War?</p> <p>Why was the Vietnam War such a controversial issue in American society?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Dwight Eisenhower • Domino Theory • John F. Kennedy • Lyndon B. Johnson • Gulf of Tonkin Resolution • Richard Nixon • Cambodia • Operation Rolling Thunder • Vietnamization • Vietcong • Tet Offensive 	<p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 36-38.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p>	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <p><i>Writing:</i> Students will write a paper determining which president was to blame for the failure of the Vietnam War.</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through differentiation of assessment activities to allow for different skills and talents, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. • Assign roles within cooperative learning groups to provide opportunities for all students to use individual skills and talents to connect with unit content, themes and concepts. 				

**Freehold Regional High School District
AP United States History**

Unit #6: Thawing of Cold War Tensions & Presidential Conservatism

Enduring Understandings: American citizens perceive equality to have different meanings through different time periods, which impacts people’s lives.
The government can play a large role in the lives of individuals and the economy depending on national and world circumstances.
Throughout time, the role of the United States in the world has changed and expanded.

Essential Questions: How does equality or inequality impact society?
Should the government take a hand in regulation of the economy?
Does the United States have the right or the duty to spread democracy?
How have political, cultural and social differences impacted the direction of the nation?
How has the United States spread its beliefs and culture throughout the world?

Unit Goals: Students will understand how the tumultuous culture of the 1970s shaped the conservatism of the 1980s.
Students will understand how the 1970s and 1980s set the stage for the modern era.

Duration of Unit: 4-5 weeks

NJCCCS: 6.1A1-5,7,8; 6.2A1,3,5,6; B5; C2,4,5; D1,5; E1,2,3,5,9,13; 6.4K7; L1,4-7; 6.5A1; B1,5,6; 6.6D5; E1,6,8; 8.1A1,5,7,8; B2,4,6,7; 8.2A3; C2,3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why was there a thawing of Cold War tensions during the Nixon Era? How did relations with the U.S.S.R. and China improve during Nixon’s term?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Détente • S.A.L.T. I Treaty • Henry Kissinger <p>Theme:</p> <ul style="list-style-type: none"> • Détente <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40. Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40. Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY. Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion Primary Documents – Analysis & Response Writing Chapter study guides Posters <i>Political Cartoon:</i> Students will create a political cartoon that depicts an idea or event from this era.</p>	<p>Quizzes Tests Writing Rubric</p>
<p>How were rights for minorities expanded in the 1970s? What were the arguments for and against the ERA? How did Nixon’s secret bombing of Cambodia create a counterculture backlash?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • <u>Silent Spring</u> • EPA • ERA • Phyllis Schlafly • Affirmative Action • <i>Roe v. Wade</i> <p>Theme:</p> <ul style="list-style-type: none"> • 1970s culture 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40. Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40. Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY. Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion Primary Documents – Analysis & Response Writing Chapter study guides Posters <i>Collage:</i> Students will find imagery that represents 1970s culture and create a collage. They will write an essay about 1970s culture to accompany the collage.</p>	<p>Quizzes Tests Writing Rubric</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did Nixon try to appeal to the silent majority? How did Nixon represent a return to conservative ideals? How did Spiro Agnew's scandals further tarnish the Nixon presidency? Why did the withholding of evidence impact the outcome of the Watergate scandal? What impact did Nixon's resignation have on the nation?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Silent Majority • Watergate • White House tapes • Spiro Agnew • Richard Nixon • Gerald Ford • Saturday Night Massacre • Resignation of Nixon • War Powers Act <p>Theme:</p> <ul style="list-style-type: none"> • Nixon Administration 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion Primary Documents – Analysis & Response Writing Chapter study guides Posters DBQ</p> <p><i>Political Cartoons:</i> Students will analyze political cartoons from the Watergate era. <i>Interview:</i> Students will conduct an interview of Richard Nixon after his resignation to find out the President's feelings about the Watergate scandal.</p>	<p>Quizzes Tests Writing Rubric</p>
<p>Why is Ford remembered as an ineffective president? How did Carter try to expand the policy of détente? Why is Ford's pardon of Nixon so controversial? How did Carter respond to the crises in the Middle East during his presidency?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Gerald Ford • Jimmy Carter • Oil Embargo • Iran Hostage Crisis • Pardon of Nixon • S.A.L.T. II Treaty • Camp David Accords <p>Theme:</p> <ul style="list-style-type: none"> • Ford & Carter Administrations <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion Primary Documents – Analysis & Response Writing Chapter study guides Posters</p>	<p>Quizzes Tests Writing Rubric <i>Writing:</i> Students will write a response paper analyzing the effectiveness or ineffectiveness of Ford and Carter as presidents.</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did Ronald Reagan's conservatism shape the direction of the nation in the 1980s?</p> <p>What policies did Reagan pursue to end the Cold War?</p> <p>What were Reagan's economic views?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Conservatism • Moral Majority • Ronald Reagan • War on Drugs • Reaganomics • Iran Contra Affair • Glastnost & Perestroika • Mikhail Gorbachev • Berlin Wall • Grenada • Reagan's Middle East Foreign Policy • Star Wars <p>Theme:</p> <ul style="list-style-type: none"> • Reagan Administration <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p>	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <p><i>Newspaper</i>: In groups, students will be assigned one year of the 1980s and will create a year in review newspaper for that year including foreign policy, domestic policy, entertainment, and political news.</p>
<p>How did conservatism limit George H.W. Bush's response to the economic crisis of the 1980s?</p> <p>How did George H.W. Bush try to deal with mounting issues in the Middle East?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • George H.W. Bush • Gulf War • Conservatism <p>Theme:</p> <ul style="list-style-type: none"> • George H.W. Bush Administration <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 39-40.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p> <p><i>Crisis Scenario</i>: Students will participate in a role play activity in which they try to discuss and determine the outcome of the Gulf War.</p>	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through differentiation of assessment activities to allow for different skills and talents, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. • Assign roles within cooperative learning groups to provide opportunities for all students to use individual skills and talents to connect with unit content, themes and concepts. 				

**Freehold Regional High School District
AP United States History**

Unit #7: Post Cold War & Contemporary America

Enduring Understandings: American citizens perceive equality to have different meanings through different time periods, which impacts people’s lives.
The government can play a large role in the lives of individuals and the economy depending on national and world circumstances.
Throughout time, the role of the United States in the world has changed and expanded.

Essential Questions: Why is freedom important?
How has economic growth altered American society?
Should the government take a hand in regulation of the economy?
Does the United States have the right or the duty to spread democracy?
How have political, cultural and social differences impacted the direction of the nation?
How has the United States spread its beliefs and culture throughout the world?

Unit Goals: The government can play a large role in the lives of individuals and the economy depending on national and world circumstances.
Throughout time, the role of the United States in the world has changed and expanded.

Duration of Unit: 6-8 weeks

NJCCCS: 6.1A1-7; 6.2A1,3,5; B5; C2,4,5; D1,3-5; E1-5,8,9,13; 6.4L4-7; 6.5A1,2,5,7,8; B1,2,6; 6.6D4,5; E6,8; 8.1A1,5,7,8; B2,4,6,7; 8.2A3; C2,3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did the Clinton administration represent a break from conservatism?</p> <p>How did the Lewinsky scandal tarnish the Clinton presidency?</p> <p>In what ways did American foreign policy change in the post-Cold War era?</p> <p>How did advances in technology impact American culture and economy?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Bill Clinton • Hillary Clinton • Monica Lewinsky • NAFTA • WTO • Impeachment • Dot com • Middle East Peace Conferences • Universal Healthcare <p>Theme:</p> <ul style="list-style-type: none"> • Clinton Administration <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 41-42.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 41-42.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2; Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p> <ul style="list-style-type: none"> • <i>Debate:</i> Students will debate whether or not Clinton should have been brought up on impeachment charges. 	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How has the world changed after September 11, 2001?</p> <p>How did George W. Bush's policies on terrorism impact the nation?</p> <p>How did George W. Bush's presidency represent a resurgence of conservatism?</p> <p>How did economic policy of the early 2000s impact the American economy?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • George W. Bush • War on Terror • September 11, 2001 • PATRIOT Act • No Child Left Behind • Neo-conservatism • Election of 2000 • Economic deregulation • Bush Doctrine <p>Theme:</p> <ul style="list-style-type: none"> • George W. Bush Administration <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 41-42.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 41-42.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p>	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p> <ul style="list-style-type: none"> • <i>Writing:</i> Students will analyze if George W. Bush's foreign policy helped or harmed the United States.
<p>How has the election of Barack Obama impacted the nation?</p> <p>In what direction is America headed?</p>	<p>Content/Concepts: Including, but not limited to:</p> <ul style="list-style-type: none"> • Election of 2008 • Barack Obama • 2008-2009 Recession <p>Theme:</p> <ul style="list-style-type: none"> • Modern Day <p>Skills:</p> <ul style="list-style-type: none"> • Reading of political cartoons • Analysis of primary and secondary source documents • Writing 	<p>Textbook: Bailey, Thomas et. al. <u>The American Pageant</u>, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 41-42.</p> <p>Teacher Resource: Irish, John P. & Piehl, Mel. <u>The Quizbook: A Test Manual for Instructors</u>. The American Pageant, Thirteenth Edition. Houghton Mifflin: 2006, Boston, MA. Chapters 41-42.</p> <p>Student Resources: Newman, John J. & Schmalbach, John M. <u>United States History: Preparing for the Advanced Placement Examination</u>. Amsco School Publications, Inc.: 2002, New York, NY.</p> <p>Bailey, Thomas et. al. <u>The American Spirit: Vol. 2: Since 1865</u>. Tenth Edition. Houghton Mifflin: 2002, Boston, MA</p>	<p>Lecture and class discussion</p> <p>Primary Documents – Analysis & Response Writing</p> <p>Chapter study guides</p> <p>Posters</p> <ul style="list-style-type: none"> • <i>Project:</i> Students will create and perform a newscast which takes place twenty-five years in the future which discusses their predictions for the direction of America and the world. 	<p>Quizzes</p> <p>Tests</p> <p>Writing Rubric</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through differentiation of assessment activities to allow for different skills and talents, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. • Assign roles within cooperative learning groups to provide opportunities for all students to use individual skills and talents to connect with unit content, themes and concepts. 				