

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**LAW AND PUBLIC SERVICE**

# **ADVANCED PLACEMENT UNITED STATES HISTORY**

Grade Level: 11

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 30, 2010**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## **Supervisors**

Mr. Peter Kraus

## **Course Philosophy**

The Advanced Placement United States History course is designed to provide students with the analytical skills and factual knowledge necessary to critically analyze and evaluate major themes in American history from 1890 to the present day. Students in the Advanced Placement U.S. History class will study major historical themes and analyze their impact on modern American society. These themes include politics and citizenship, economic, reform, and environment transformations, religious movements, demographic changes, globalization, the American identity, as well as culture and war and diplomacy. Furthermore, students in this course will explore and examine different historical interpretations and perspectives as they become aware of the significance of historical events on different segments of American society as well as the global community. Upon completion of this course students will emerge with the knowledge and skills to be successful on the Advanced Placement exam, as well as informed individuals who are able to meet the demands of life beyond the classroom in the twenty-first century.

## **Course Description**

In the Advanced Placement United States History course, students will learn to assess historical materials, including their relevance to a given interpretive problem, their reliability, and their importance, as well as to weigh the evidence and interpretations presented in historical scholarship. The advanced placement U.S. History course teaches students to develop the skills necessary to arrive at conclusions on the basis of informed judgment and to present their ideas clearly and persuasively. Additionally, the Advanced Placement U.S. History course is geared towards the twenty-first century learner, as students will interact with various forms of technology throughout the course, including online research databases, Moodle courseware, and web 2.0 applications.

**Freehold Regional High School District  
Curriculum Map  
Advanced Placement United States History**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.A.5a, b, c 6.1.12.B.5.a,b 6.1.12.C.5.a, c 6.1.12.D.5.a, b, c, d 6.1.12.C.6.a, b, c 6.1.12.D.6.a	<p>Geography and societal interaction impact culture and facilitate demographic change.</p> <p>Ideological shifts and conflicts prompt political, economic, and social change.</p> <p>Technological advancements change society.</p>	<p>How did corrupt stalemated politics increase social unrest and contribute to the political paralysis in the late 19<sup>th</sup> century?</p> <p>What are the positive and negative effects of industrialization on society?</p> <p>How did the development of industrial trusts impact the American economy and American society?</p> <p>How did industrialization change labor practices and instigate the push for labor laws and labor unions?</p> <p>Why and how has immigration been a source of contention and debate throughout American history?</p> <p>How and why are the farmers the victims of economic revolution and industrial change?</p> <p>How did industrialization contribute to the growth of cities and the conflict between the rural and urban sectors of society?</p>	Pretest  Student Survey  Oral Questions/ Discussion  Anticipatory Set Questions	Journals Quizzes Tests Written Assignments Oral Presentations Observations Participatory Rubrics Skit Rubrics Performance Assessments Research Assignments Interviews	Portfolios  Projects  Mid Terms  Final Exam
6.1.12.B.6.a 6.1.12.D.6.b	<p>Geography and societal interaction impact culture and facilitate demographic change.</p> <p>America is part of a global community.</p> <p>Societal values are reflected in political structures.</p>	<p>What political and economic factors motivated America to expand its role overseas?</p> <p>What was America's role in imperialistic competition in Latin American and Asia?</p> <p>How is American involvement in foreign affairs often an ideological crusade to spread and/or preserve democracy?            How did political leaders bring a new energy and assertiveness to American foreign policy during the age of imperialism?</p> <p>How did the Spanish American War facilitate reconciliation of the North and South?</p>			

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.A.6.a, b, c 6.1.12.D.6.c	American laws evolve to reflect societal changes.  Partisan politics can encourage political participation as well as divide a nation.	How are the powers of government applied to solving economic and social problems created by industrialization?  How was the American political system transformed as democratic ideals were expanded to more stakeholders?	Pretest  Student Survey  Oral Questions/ Discussion  Anticipatory Set Questions	Journals Quizzes Tests Written Assignments Oral Presentations Observations Participatory Rubrics Skit Rubrics Performance Assessments Research Assignments Interviews	Portfolios  Projects  Mid Terms  Final Exam
6.1.12.A.7.a,b,c 6.1.12.B.7.a 6.1.12.C.7a,b 6.1.12.D.7.a, b	America is part of a global community.  Civil liberties may be limited during times of crisis.  Nationalism is influenced by individual perception and public attitudes in response to dramatic events. Societal values are reflected in political structures.	How is American involvement in foreign affairs often an ideological crusade to preserve democracy?  How and why had the United States attempted to isolate itself from foreign involvement in wars?  Why are traditional civil liberties challenged during wartime?  What role does propaganda play in uniting a nation?  What factors and ideals prompted the vision to create an international peacekeeping organization based on respect and self-determination?			
6.1.12.D.7.c 6.1.12.A.8.a, b, c 6.1.12.B.8.a 6.1.12.C.8.a,b 6.1.12.D.8.b	What is popular is not always moral.  Societal values are reflected in political structures.  Ideological shifts and conflicts prompt political, economic, and social change.	How did nativist feelings and concerns over the spread of communism impact American domestic policies in the 1920s?  How do culture and counterculture movements influence American policies and societal values?  How have challenges to traditional, cultural, social, and economic ideas facilitated a culture of conformity and conflict in the 20th century?			

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.A.9.a 6.1.12.B.9.a 6.1.12.C.9.a, b, c, d 6.1.12.D.9.a,b 6.1.12.A.10.a, b, c 6.1.12.B.10.a 6.1.12.C.10.a, b 6.1.12.D.10.a, b, c, d	<p>Ideological shifts and conflicts prompt political, economic, and social change.</p> <p>Political parties evolve over time.</p>	<p>What accounts for the ideological shifts and fluctuation in confidence in the government that occurred during the Great Depression and the New Deal?</p> <p>How does the structure and impact of political parties change overtime in regards to domestic and foreign policies?</p> <p>How has the role and responsibility of the presidency expanded?</p>	Pretest  Student Survey  Oral Questions/ Discussion  Anticipatory Set Questions	Journals Quizzes Tests Written Assignments Oral Presentations Observations Participatory Rubrics Skit Rubrics Performance Assessments Research Assignments Interviews	Portfolios  Projects  Mid Terms  Final Exam
6.1.12.D.11.a, b, c, d, e 6.1.12.B.11.a 6.1.12.C.11.a, b 6.1.12.11.a, b, c, d, e	<p>Democratic governments limit the possibility of abusing power while guaranteeing individual rights and liberties.</p> <p>America is part of a global community.</p> <p>Societal values are reflected in political structures.</p> <p>Nationalism is influenced by individual perception and public attitude in response to dramatic events.</p>	<p>How have war, industrialization, and invention fundamentally transformed the social, political, cultural, and economic landscape of the United States?</p> <p>How is American involvement in foreign affairs often an ideological crusade to preserve democracy?</p> <p>How and why has the United States become involved in foreign affairs?</p> <p>What role does propaganda play in uniting a nation?</p> <p>How did WWII open up new opportunities for woman and minorities?</p> <p>How have individuals altered the course of history?            What factors contribute to military strategy?</p>	Pretest  Student Survey  Oral Questions/ Discussion  Anticipatory Set Questions	Journals Quizzes Tests Written Assignments Oral Presentations Observations Participatory Rubrics Skit Rubrics Performance Assessments Research Assignments Interviews	Portfolios  Projects  Mid Terms  Final Exam

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p>6.1.12.A.12.a, b  6.1.12.B.12.a  6.1.12.C.12.a, c, d  6.1.12.D.12.b, c  6.1.12.B.13.a  6.1.12.C.13.a, b, d  6.1.12.D.13.a, c, f</p>	<p>Societal values are reflected in political structures.</p> <p>Technological advancements change society.</p> <p>American laws evolve to reflect societal changes.</p> <p>Equality is an achievement that occurs slowly overtime.</p> <p>Nationalism is influenced by individual perception and public attitudes in response to dramatic events.</p> <p>Nationalism is influenced by individual perception and public attitudes in response to dramatic events.</p>	<p>Why did tension and fear of mass global destruction dominate American foreign and domestic policy in the post-WWII era?</p> <p>What is the impact of technological advancements on modern warfare and civilian society?</p> <p>How were civil rights obstacles challenged by minority groups and the Supreme Court?</p> <p>How do culture and counterculture movements influence American policies and societal values?</p> <p>How has American participation in alliance systems marked a departure from traditional America isolationist foreign policy?</p>	<p>Pretest</p> <p>Student Survey</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Journals</p> <p>Quizzes</p> <p>Tests</p> <p>Written Assignments</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Skit Rubrics</p> <p>Performance Assessments</p> <p>Research Assignments</p> <p>Interviews</p>	<p>Portfolios</p> <p>Projects</p> <p>Mid Terms</p> <p>Final Exam</p>

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.D.12.a, d, e 6.1.12.A.13.a, b, c 6.1.12.B.13.a, b 6.1.12.D.13.b, e	<p>Equality is an achievement that occurs slowly overtime.</p> <p>American laws evolve to reflect societal changes.</p> <p>Military outcomes cannot be predicted.</p>	<p>How was the American political system transformed as democratic ideals were expanded to more stakeholders?</p> <p>How were civil rights obstacles challenged by minority groups and the Supreme Court?</p> <p>How have individuals altered the course of history?</p> <p>How do culture and counterculture movements influence American policies and societal values?</p> <p>How do public opinion and the media contribute to military strategy?</p>	<p>Pretest</p> <p>Student Survey</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Journals</p> <p>Quizzes</p> <p>Tests</p> <p>Written Assignments</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Skit Rubrics</p> <p>Performance Assessments</p> <p>Research Assignments</p> <p>Interviews</p>	<p>Portfolios</p> <p>Projects</p> <p>Mid Terms</p> <p>Final Exam</p>
6.1.12.A.14.a-h 6.1.12.B.14.a-d 6.1.12.C.14.a-d 6.1.12.D.14.a-f 6.1.12.A.15.a-f 6.1.12.B.15.a 6.1.12.C.15.a, b 6.1.12.D.15.a-d 6.1.12.A.16.a-c 6.1.12.B.16.a 6.1.12.C.16.a-c 6.1.12.D.16.a-c	<p>Minority movements can have global impacts.</p> <p>Ideological shifts and conflicts prompt political, economic, and social change.</p>	<p>How have war, industrialization, and invention fundamentally transformed the social, political, cultural, and economic landscape of the United States?</p> <p>How has American involvement in foreign affairs sometimes been controversial?</p> <p>How does corruption and dishonesty in government impact public opinion and policy?</p>			
6.1.12.A.14.a-h 6.1.12.B.14.a-d 6.1.12.C.14.a-d 6.1.12.D.14.a-f 6.1.12.A.15.a-f 6.1.12.B.15.a 6.1.12.C.15.a, b 6.1.12.D.15.a-d 6.1.12.A.16.a-c 6.1.12.B.16.a 6.1.12.C.16.a-c 6.1.12.D.16.a-c	<p>America is part of a global community.</p> <p>Ideological shifts and conflicts prompt political, economic, and social change.</p> <p>Democratic governments limit the possibility of abusing power while guaranteeing individual rights and liberties.</p>	<p>How has the role of the federal government changed and expanded overtime?</p> <p>How have shifts in economic policy impacted government decisions and society overall?</p> <p>How has America’s role in international affairs increased overtime?</p>			



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

**Advanced Placement United States History**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
Unit #1: Post Reconstruction Era	<p>Ideological shifts and conflicts prompt political, economic, and social change. Technological advancements change society.</p> <p>Students will be able to explain the stalemate and corruption that dominated Gilded Age politics.</p> <p>Students will be able to evaluate the role of industrialization in transforming America from an agricultural society or an industrial society.</p> <p>Students will be able to assess the significance of the closing of the frontier on American society and policy.</p>	2-3 weeks
Unit #2: American Imperialism	<p>America is part of a global community. Geography and social interaction impact culture and facilitate demographic change. Societal values are reflected in political structures.</p> <p>Students will be able to explain that a number of political and economic forces sparked American imperialism and expansion overseas in the late 1890s.</p> <p>Students will be able to explain the new role of the United States in the international arena.</p>	2-3 weeks
Unit#3: Progressivism	<p>American laws evolve to reflect societal changes. Partisan politics can encourage political participation as well as divide a nation.</p> <p>Students will be able to assess how different segments of society demanded the powers of government be applied to solving the economic and social problems.</p>	2 weeks
Unit#4: World War I	<p>Civil liberties may be limited during times of national crisis. Nationalism is influenced by individual perception and public attitudes in response to dramatic events. America is part of a global community. Societal values are reflected in political structures.</p> <p>Students will be able to evaluate America's initial reluctance to enter World War I and then ultimate participation that turned into a massive voluntary war effort, at some cost to civil liberties.</p>	2-3 weeks
Unit #5: The 1920s	<p>What is popular is not always moral. Societal values are reflected in political structures. Ideological shifts and conflicts prompt political, economic, and social change.</p> <p>Students will be able to assess the move towards isolationism America took after WWI, as well as the social conformity and conflict of the 1920s and the consumer prosperity that engulfed the nation on the domestic front.</p>	3 weeks

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit#6: Great Depression/New Deal	<p>Political parties evolve overtime. Ideological shifts and conflicts prompt political, economic, and social change.</p> <p>Students will be able to explain how the superficial prosperity and laissez-faire government styles of the 1920s led to a severe prolonged depression that devastated the American economy.</p> <p>Students will be able to evaluate the extent of the success of New Deal in combating the depression through programs designed to bring about relief, reform, and recovery.</p>	3 weeks
Unit#7: World War II	<p>Democratic governments limit the possibility of abusing power while guaranteeing individual rights and liberties. America is part of a global community. Societal values are reflected in political structures. Nationalism is influenced by individual perception and public attitudes in response to dramatic events. Military outcomes cannot be predicted.</p> <p>Students will be able to assess the reasons why the United States sought to isolate itself from the conflicts in Europe in the mid-1930s.</p> <p>Students will be able to evaluate America's moves towards involvement in World War II and the long term and short term impact of American led Allied victory.</p> <p>Students will be able to explain how American quickly and efficiently carried out a war mobilization effort that changed the social and economic aspects of American society.</p>	3-4 weeks
Unit#8: The 1950s	<p>Societal values are reflected in political structures. Technological advancements change society.</p> <p>Students will be able to explain how and why America emerged from WWII as the world's strongest economic power.</p> <p>Students will be able to evaluate the impetus for and impact of minority movements in the 1950s.</p> <p>Students will be able to assess the causes and effects of the global ideological conflict between the United States and the Soviet Union and evaluate how this conflict impacted American society.</p>	2-3 weeks
Unit #9: The 1960s	<p>Equality is an achievement that occurs slowly overtime. American laws evolve to reflect societal changes. Military outcomes cannot be predicted.</p> <p>Students will be able to assess the foreign and domestic policies of the 1960s.</p> <p>Students will be able to explain that though it was not entirely cohesive, the African American civil rights movement brought about a tide of liberal social reform.</p>	2-3 weeks
Unit #10: The 1970s	<p>Minority movements can have global impacts. Ideological shifts and conflicts prompt political, economic, and social change.</p> <p>Students will be able to analyze the impact the end of the conflict in Vietnam had on America's position in an unstable international climate.</p> <p>Students will be able to assess the reasons for the loss of faith in the government, as well as the reasons why the country settled into a divisive stalemate during the 1970s.</p>	1 week

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
	AP Exam Review	2 weeks
Unit#11: The 1980s & 1990s	<p>America is part of a global community.            Ideological shifts and conflicts prompt political, economic, and social change.</p> <p>Students will be able to explain how the “new right” conservative movement in the 1980s brought both economic growth and massive budget deficits that put constraints on the federal government.</p> <p>Students will be able to evaluate the ideological conflicts and sharp partisan battles of the 1990s.</p>	2-3 weeks

**Freehold Regional High School District**  
**Advanced Placement United States History**  
**Unit #1: Post Reconstruction Era**

**Enduring Understandings:** Ideological shifts and conflicts prompt political, economic, and social change.  
 Technological advancements change society.

**Essential Questions:** How did corrupt stalemated politics increase social unrest and contribute to the political paralysis in the late 19<sup>th</sup> century?  
 What are the positive and negative effects of industrialization on society?  
 How did the development of industrial trusts impact the American economy and American society?  
 How did industrialization change labor practices and instigate the push for labor laws and labor unions?  
 Why and how has immigration been a source of contention and debate throughout American history?  
 How and why are the farmers the victims of economic revolution and industrial change?  
 How did industrialization contribute to the growth of cities and the conflict between the rural and urban sectors of society?

**Unit Goals:** Students will be able to explain the stalemate and corruption that dominated Gilded Age politics.  
 Students will be able to evaluate the role of industrialization in transforming America from an agricultural society or an industrial society.  
 Students will be able to assess the significance of the closing of the frontier on American society and policy.

**Duration of Unit:** 2-3 weeks

**NJCCCS:** 6.1.12.A.5a, b, c; 6.1.12.B.5.a, b; 6.1.12.C.5.a, c; 6.1.12.D.5.a, b, c, d; 6.1.12.C.6.a, b, c; 6.1.12.D.6.a

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What political issues defined the Gilded Age?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Party positions and issues in presidential elections, 1876-1896</li> <li>• Effects of urbanization and urban politics</li> <li>• Development of farmer's organizations</li> <li>• Monetary issues (free silver versus the gold standard)</li> <li>• Advances in technology and the effects of the rise of new industries</li> <li>• Developments in the South and the West</li> <li>• Effects and limitations of immigration</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p>	<p>Lead students in a class discussion to analyze the corruption of the Gilded Age in relation to the increasingly low moral and political standards of the time. Break students into smaller groups and have students contrast the quality of politicians in the Gilded Age with those of the previous age; Clay, Jackson, Webster, and Lincoln. Continue with whole class discussion after group activity.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p>
What impact did the transcontinental railroad have on Western settlement and Native Americans?	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>Have students create an interactive Prezi graphic organizer that examines the phases of economic development in the West: mining, cattle raising, and agriculture. Students should pay attention to showing how in each case the concept of the "little person" ended by the coming of big business and new technology, and how the entry of corporate investment capital shaped western development overtime.</p> <p>Students can create a timeline of the Sioux experience from Little Big Horn to Wounded Knee and after, placing the Indian Wars in the context of white encroachment.</p>	<p>Debate Rubrics</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What major events and technologies marked the rise industrialization and urbanization at the turn of the century?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Party positions and issues in presidential elections, 1876-1896</li> <li>• Effects of urbanization and urban politics</li> <li>• Development of farmer’s organizations</li> <li>• Monetary issues (free silver versus the gold standard)</li> <li>• Advances in technology and the effects of the rise of new industries</li> <li>• Developments in the South and the West</li> <li>• Effects and limitations of immigration</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>Instruct students to develop an essay in which they explain the central role the railroads played in the late nineteenth century in America. Students should focus on how the railroads moved goods and people, and also how the railroads dominated politics, employed workers, promoted farms and cities, as well as created the models for American big business. Special emphasis should be placed on the transcontinental railroad as a major event that spurred the industrial age.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate Rubrics</p>
How were corporations, trusts, and monopolies formed and what impact did they have on American society?			<p>Have students read excerpts from Matthew Josephson’s <i>The Robber Barons: The Great American Capitalists, 1861-1901</i> and Herbert Gutman’s <i>Work, Culture, and Society in Industrializing America</i>. Have them complete a written “Varying Viewpoints” analysis of the documents to share with the class. Post to Moodle.</p>	
What factors contributed to the rise of the labor movement?			<p>Students can use the internet to locate primary and secondary sources that examine the Knight’s of Labor’s role in the great industrial strikes of 1886, as well as to explain why the Knight’s experienced a boom in membership and then suddenly collapsed and then soon disappeared.</p>	
How did nativist attitudes impact and limit the opportunities for “new” immigrants to the United States?			<p>Conduct a class debate on the following topic using primary sources: <i>Resolved: Excluding Chinese Immigrants Runs Counter to the Spirit of America</i>. (Resource: <i>Opposing Viewpoints</i>)</p>	
How did the closing of the western frontier impact American society?			<p>Have students read excerpts from Frederick Jackson Turner’s <i>“The Significance of the Frontier in American History (1893)</i> and Richard White’s <i>The Middle Ground (1991)</i>. Have students compare and contrast each author’s understanding of the essential characteristics of the west.</p>	
How did industrialization impact the farmers in the late 19 <sup>th</sup> century?			<p>Lead the class in a discussion of the rapid rise and fall of the Populists. Focus on the political and social achievements that Populists sought to accomplish.</p>	

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What issues were debated in the election of 1896 and why is this election considered a “realigning” election?</p>	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Party positions and issues in presidential elections, 1876-1896</li> <li>• Effects of urbanization and urban politics</li> <li>• Development of farmer’s organizations</li> <li>• Monetary issues (free silver versus the gold standard)</li> <li>• Advances in technology and the effects of the rise of new industries</li> <li>• Developments in the South and the West</li> <li>• Effects and limitations of immigration</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>In a brief essay, have students examine Hanna’s free spending policies in the 1896 election and assess what role campaign spending and other political tactics may have had in defeating Bryan, compared to the deeper social and political forces that kept most of the urban working class from supporting the pro-silver campaign.</p> <p>Election of 1896 Simulation activity – students will be assigned the role of a person from 1896 (i.e. farmer, urban dweller, factory worker, factory owner, etc.) and then participate in a mock election, voting how the person they are representing would have voted. Debriefing to follow this activity.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate Rubrics</p>
<p><b><u>Suggestions on how to differentiate in this unit:</u></b></p> <ul style="list-style-type: none"> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> <li>• Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.</li> </ul>				

**Freehold Regional High School District  
Advanced Placement United States History  
Unit #2: American Imperialism**

**Enduring Understandings:** America is part of a global community.  
Geography and social interaction impact culture and facilitate demographic change.  
Societal values are reflected in political structures.

**Essential Questions:** What political and economic factors motivated America to expand its role overseas?  
What was America’s role in imperialistic competition in Latin American and Asia?  
How is American involvement in foreign affairs often an ideological crusade to spread and/or preserve democracy?  
How did political leaders bring a new energy and assertiveness to American foreign policy during the age of imperialism?  
How did the Spanish American War facilitate reconciliation of the North and South?

**Unit Goals:** Students will be able to explain that a number of political and economic forces sparked American imperialism and expansion overseas in the late 1890s.  
Students will be able to explain the new role of the United States in the international arena.

**Duration of Unit:** 2-3 weeks

**NJCCCS:** 6.1.12.B.6.a; 6.1.12.D.6.b

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What economic, social, and political forces prompted American imperialism in the late 1800s and early 1900s?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Industrial Revolution and the reasons for the desire to expand overseas</li> <li>• Foreign policy before the Spanish American War</li> <li>• Events leading up to the Spanish American War</li> <li>• Extent of the American Empire</li> <li>• Global relationships</li> <li>• Democratic ideals of the United States</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p>	<p>Interactive timeline: Students will use primary and secondary sources (<i>Facts on File</i>) to create a descriptive interactive timeline (Capzles.com) on the economic, social, and political forces that led to American imperialism.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p>
What events/groups/individuals led to the United States’ involvement in the Spanish American War?	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p> <p>NOVA documentary <i>A Man, A Plan, A Canal: Panama.</i></p>	<p>Class discussion – Analyze the concept of the “yellow press” and define “yellow journalism.” Discuss why yellow journalism had such a great appeal and popular impact in the late nineteenth century, the motives behind yellow journalism, how it sensationalized and distorted issues, and how important it was (or was not) in significantly influencing President McKinley and the government.</p>	<p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate Assessments</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Would ruling another nation be compatible with the basic American ideals of democracy and self-government?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>Industrial Revolution and the reasons for the desire to expand overseas</li> <li>Foreign policy before the Spanish American War</li> <li>Events leading up to the Spanish American War</li> <li>Extent of the American Empire</li> <li>Global relationships</li> <li>Democratic ideals of the United States</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Analyze primary and secondary sources</li> <li>Conduct self-evaluation</li> <li>Create oral and visual presentations</li> <li>Integrate technology</li> <li>Satisfactorily complete tests and quizzes</li> <li>Interpret charts and graphs</li> <li>Analyze statistics to find patterns</li> <li>Debate relevant topics</li> </ul> <p>Compose position and research papers.</p>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p> <p>NOVA documentary <i>A Man, A Plan, A Canal: Panama.</i></p>	Class debate – Have students use primary and secondary print and internet resources to conduct research and participate in a Lincoln-Douglas style debate on the following: <i>Resolved: The United States should become an imperialist power by keeping the Philippine Islands.</i>	Written tests and quizzes
To what extent did the United States seek to establish and preserve its influence in Asia and Latin America?			Have students view, analyze and examine Roosevelt’s aggressive determination to build the Panama Canal in relation to America’s growing international assertiveness in Latin America by viewing the documentary <i>A Man, A Plan, A Canal: Panama</i> . Have students write a reflection on how U.S. involvement in the Panama coup and the Roosevelt Corollary aroused sharp Latin American opposition to U.S. involvement in that region of the world.	Open-ended questions
How did the foreign policy approaches of Theodore Roosevelt, William Taft, and Woodrow Wilson differ and how did those differences affect American activities abroad?			Graphic Organizer – Have student create a graphic organizer comparing and contrasting the foreign policies of Roosevelt, Taft, and Wilson.	Project assessments

**Suggestions on how to differentiate in this unit:**

- A wide variety of assessments and strategies complement the individual learning experience.
- Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.



**Freehold Regional High School District  
Advanced Placement United States History  
Unit #3: Progressivism**

**Enduring Understandings:** American laws evolve to reflect societal changes.

Partisan politics can encourage political participation as well as divide a nation.

**Essential Questions:** How are the powers of government applied to solving economic and social problems created by industrialization?

How was the American political system transformed as democratic ideals were expanded to more stakeholders?

**Unit Goal:** Students will be able to assess how different segments of society demanded the powers of government be applied to solving the economic and social problems.

**Duration of Unit:** 2 weeks

**NJCCCS:** 6.1.12.A.6.a, b, c; 6.1.12.D.6.c

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What social and economic changes during the late nineteenth century created the broad reform movement in American society?</p>	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Major principles and programs of the Progressive Era including political, economic, and social programs</li> <li>• Evaluate direct democracy and government efficiency in this period.</li> <li>• Regulation of business</li> <li>• Progressive era presidents and elections</li> </ul> <p><b>Skills:</b></p>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p>	<p>Student led class discussion on the following topic: Why did the progressives believe that strong government action was the only way to tackle the social and economic problems of industrialization? Group breakout brainstorm: How did this approach differ from traditional American emphasis on voluntary solutions to social problems? Whole class discussion to share group findings.</p> <p>Have students read excerpts from the work of some muckrakers, such as Steffens or Tarbell. Have the students write a brief response to excerpt outlining how the each journalist aroused public concern and promoted involvement in progressive reform.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p>
<p>Why does the term “Progressive Movement” inaccurately describe the progressive era of reform?</p>	<ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File Database</i></p>	<p>Analyze the roots of progressivism and the various elements that made up the progressive collation. Create an “umbrella” chart outlining the different groups in the progressive coalition and their goals and accomplishments.</p>	<p>Debate Assessments</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the issues and how successful were the accomplishments at the local, state, and national government that were supported by the progressives?</p>	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>Major principles and programs of the Progressive Era including political, economic, and social programs</li> <li>Evaluate direct democracy and government efficiency in this period.</li> <li>Regulation of business</li> <li>Progressive era presidents and elections</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Analyze primary and secondary sources</li> <li>Conduct self-evaluation</li> <li>Create oral and visual presentations</li> <li>Integrate technology</li> <li>Satisfactorily complete tests and quizzes</li> <li>Interpret charts and graphs</li> <li>Analyze statistics to find patterns</li> <li>Debate relevant topics</li> <li>Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File Database</i></p>	<p>In groups, have students consider one city (i.e. Cleveland) or state (i.e. Wisconsin) as a case study on the actual conflicts and achievements of the progressive era in that area. Students should arrange their findings in a Power Point presentation.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p>
<p>How did the social and economic changes giving rise to progressivism lead women into public life as reformers and workers?</p>			<p>Debate – in groups have students use primary and secondary sources to prepare for an informal debate in which they will represent personalities from the progressive era that were for and against woman suffrage.</p>	<p>Open-ended questions</p> <p>Project assessments</p>
<p>What was the impact of the progressive era on African Americans and minority groups?</p>			<p>Class discussion on the critical role of women in progressive reform, showing how their efforts were largely, although not entirely focused in areas that were consistent with their perceived social roles as protectors and nurturers of the family.</p>	<p>Technology assessments</p>
<p>Why did Theodore Roosevelt seek to reform as part of his Square Deal agenda?</p>			<p>Class discussion on consumer protection and environmental conservation as examples of “middle class” concerns that progressivism and progressive political leaders like Roosevelt promoted.</p> <p>Read excerpts from Upton Sinclair’s <i>The Jungle</i> and discuss/respond in writing to how literature can promote real change in society. Post on Moodle.</p>	<p>Debate Assessments</p>
<p>To what extent did Taft pursue a more cautious progressive program during his term as president, than Roosevelt?</p>			<p>Class discussion and analysis of the Election of 1912, its impact on politics and American society, as well as the precursor to the failed election for the Republicans; the dispute between Taft and Roosevelt over progressive programs.</p>	
<p>What were the similarities and differences between Roosevelt’s New Nationalism and Wilson’s New Freedom programs?</p>			<p>Create Venn diagram comparing and contrasting Roosevelt’s regulatory New Nationalism and Wilson’s more libertarian New Freedom.</p>	
<p>What was the legacy of the Progressive era?</p>			<p>Have students write an essay on the following topic: <i>Did the progressive era make any long lasting contributions to American society?</i></p>	
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>A wide variety of assessments and strategies complement the individual learning experience.</li> <li>Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.</li> </ul>				

**Freehold Regional High School District  
Advanced Placement United States History  
Unit #4: World War I**

**Enduring Understandings:** America is part of a global community.  
Civil liberties may be limited during times of national crisis.  
Nationalism is influenced by individual perception and public attitudes in response to dramatic events.  
Societal values are reflected in political structures.

**Essential Questions:** How is American involvement in foreign affairs often an ideological crusade to preserve democracy?  
How and why had the United States attempted to isolate itself from foreign involvement in wars?  
Why are traditional civil liberties challenged during wartime?  
What role does propaganda play in uniting a nation?  
What factors and ideals prompted the vision to create an international peacekeeping organization based on respect and self-determination?

**Unit Goal:** Students will be able to evaluate America’s initial reluctance to enter World War I and then ultimate participation that turned into a massive voluntary war effort, at some cost to civil liberties.

**Duration of Unit:** 2-3 weeks

**NJCCCS:** 6.1.12.A.7.a, b, c; 6.1.12.B.7.a; 6.12.C.7a, b; 6.1.12.D.7.a, b

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What events prompted the United States to enter World War I?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Background events leading to the war in Europe</li> <li>• Evaluate American neutrality and the immediate causes of U.S. entry into the war</li> <li>• Impact of the war on the American home front (economy, public opinion, civil liberties violations, and women and minorities)</li> <li>• Attempts to establish peace organizations upon the conclusion of the war</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File Database</i></p>	<p>In groups, students will research primary sources, including newspaper headline from the time period, on of the events that led the United States into WWI – including but not limited to the sinking of the Lusitania, the Zimmermann Note, unrestricted submarine warfare, and violation of the Sussex Pledge, etc. Next, the whole class will come together to present each group’s findings and newspaper headings to create a class timeline on the events leading to United States’ involvement in WWI. Based on the event each group researched, students will briefly explain how involvement in WWI helped keep democracy in America safe and prevented authoritative rule overseas.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did Woodrow Wilson use propaganda to persuade the American people into supporting United States' involvement in World War I?</p>	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Background events leading to the war in Europe</li> <li>• Evaluate American neutrality and the immediate causes of U.S. entry into the war</li> <li>• Impact of the war on the American home front (economy, public opinion, civil liberties violations, and women and minorities)</li> <li>• Attempts to establish peace organizations upon the conclusion of the war</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File Database</i></p>	<p>Discuss the impact of the Creel Committee on getting the American public ready and in support of involvement in WWI.</p> <p>Analyze WWI propaganda posters, songs, cartoons, and films. Brief opinion paper – How effective were these types of propaganda in getting support for the war in the short term? What was the long term negative impact of this type of propaganda in regards to stereotypes and racism that were heightened in the period immediately following the war?</p> <p>Compare and contrast America's "voluntary" method for organizing for war with the more coercive European method of preparing for war.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>
<p>Why were some Americans torn between American neutrality and loyalty to their homeland?</p> <p>How did the American government handle dissenters during World War I?</p>			<p>Research and analyze the treatment of war opponents, especially socialists and German-Americans. Participate in an informal debate to discuss whether stifling them was necessary for the war effort or whether it corrupted the war to "make the world safe for democracy."</p>	
<p>How did World War I benefit businesses, workers, women, and minorities?</p>			<p>Create a virtual collage (pictures, quotes, graph, maps, and charts) analyzing the impact of WWI on women, African Americans, laborers, and businesses.</p> <p>Class discussion: How did the contributions of women during World War I lead to the passage of the Nineteenth Amendment?</p>	

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why did Wilson face resistance to his peace plan in the United States?</p>	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Background events leading to the war in Europe</li> <li>• Evaluate American neutrality and the immediate causes of U.S. entry into the war</li> <li>• Impact of the war on the American home front (economy, public opinion, civil liberties violations, and women and minorities)</li> <li>• Attempts to establish peace organizations upon the conclusion of the war</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File Database</i></p>	<p>Senate Simulation: Begin with whole class discussion on Wilson’s Fourteen Points and the initial American and European reactions to Wilson’s proposals. Class will be divided into groups to represent the percentage of irreconcilables, reservationists, and those who accepted the Treaty of Versailles in the Senate. Teacher will represent Woodrow Wilson. Groups will conduct research on the arguments the group they are representing had for or against the treaty and create a group position paper in support of their argument. In class, groups will present their positions and “negotiate” with the other “Senators” to try and either pass or uphold the passage of the Treaty of Versailles. Students will write a reflection/reaction paper regarding their experience and what concessions could have been made to reconcile the dispute.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> <li>• Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.</li> </ul>				

**Freehold Regional High School District**  
**Advanced Placement United States History**  
**Unit #5: The 1920s**

**Enduring Understandings:** What is popular is not always moral.  
 Societal values are reflected in political structures.  
 Ideological shifts and conflicts prompt political, economic, and social change.

**Essential Questions:** How did nativist feelings and concerns over the spread of communism impact American domestic policies in the 1920s?  
 How do culture and counterculture movements influence American policies and societal values?  
 How have challenges to traditional, cultural, social, and economic ideas facilitated a culture of conformity and conflict in the 20th century?

**Unit Goal:** Students will be able to assess the move towards isolationism America took after WWI, as well as the social conformity and conflict of the 1920s and the consumer prosperity that engulfed the nation on the domestic front.

**Duration of Unit:** 3 weeks

**NJCCCS:** 6.1.12.D.7.c; 6.1.12.A.8.a, b, c; 6.1.12.B.8.a; 6.1.12.C.8.a, b; 6.1.12.D.8.b

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What were the changing roles of women and African Americans in the 1920s?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Assess the Republican ascendancy of the 1920s</li> <li>• Pros and cons of Laissez-faire economy and business policies</li> <li>• Feelings in support of isolationism and nativism</li> <li>• Social and cultural aspects of prosperity</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	Current textbook  Access to primary source documents (hard or electronic copies)  Internet access, laptops  Microsoft Office (Word, Power Point, Excel, Publisher, etc)  Smart board / LCD projector  Access to web 2.0 programs (free online)  <i>Opposing Viewpoints In American History</i> book  Access to <i>Facts on File Database</i>	<i>American Spirit</i> test – students will read the primary sources in Chapter 32 Section D. “New Goals for Women” and then respond the following questions in a five paragraph essay: In what ways was the urbanized economic order of the 1920s a new frontier for women? Does an emphasis on gender difference or on gender equality form a better basis for public policy? ( <i>The American Spirit</i> , pg. 292)  Cooperative group activity – divide students into three groups. Each group will represent one of the following: African American writers, performers, or musicians of the Harlem Renaissance. Groups will create a multimedia presentation on the artists who contributed to the topic their group was assigned – including video, sound clips, and dramatic poetry readings.	Written tests and quizzes  Document Based Essays  Open-ended questions  Project assessments  Technology assessments  Debate rubrics

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What economic changes of the 1920s resulted in drastic changes for the future of the United States?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>Assess the Republican ascendancy of the 1920s</li> <li>Pros and cons of Laissez-faire economy and business policies</li> <li>Feelings in support of isolationism and nativism</li> <li>Social and cultural aspects of prosperity</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Analyze primary and secondary sources</li> <li>Conduct self-evaluation</li> <li>Create oral and visual presentations</li> <li>Integrate technology</li> <li>Satisfactorily complete tests and quizzes</li> <li>Interpret charts and graphs</li> <li>Analyze statistics to find patterns</li> <li>Debate relevant topics</li> <li>Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File Database</i></p>	Class discussion on the human consequences of the depression for the unemployed and those who feared unemployment and found their living standard severely reduced.	Written tests and quizzes
Why did isolationism dominate foreign policy in the 1920s?			In groups have students brain storm the reasons for American isolationism in the 1920s. Then have students rank the list and discuss their rankings.	Document Based Essays
How did the conflict between fundamentalists and modernists affect the rest of American society during the 1920s?			Class discussion on the Scopes Trial as a climactic point in the conflicts over religion and culture in the 1920s. Have students read the play or view and analyze the film <i>Inherit the Wind</i> .	Open-ended questions
How did the laissez-faire policies of Harding, Coolidge, and Hoover impact the economy in the 1920s?			Evaluate the ideology and actions of the 1920s Ku Klux Klan. Write a reflection on the similarities and differences in relation to the Klan of the Reconstruction Era.	Project assessments
How did the growing social fears of the 1920s impact public policy and opinion?			Create a graphic organizer that explains and evaluates the central features of Republican economic and political conservatism in the 1920s – such as probusiness government, hostility to progressive social and economic regulation, and high tariffs to isolate the American economy from the troubled world economy.	Technology assessments
What new forms of entertainment and cultural revolution emerged during the 1920s?			Five Paragraph Essay: Why did the United States, which had welcomed so many millions immigrants for nearly a century, suddenly become so fearful of immigration in the 1920s that it virtually ended mass immigration for two decades?	Debate rubrics
<p><b>Suggestions on how to differentiate in this unit:</b></p>				
<ul style="list-style-type: none"> <li>A wide variety of assessments and strategies complement the individual learning experience.</li> <li>Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.</li> </ul>				

**Freehold Regional High School District  
Advanced Placement United States History  
Unit #6: The Great Depression and the New Deal**

**Enduring Understandings:** Ideological shifts and conflicts prompt political, economic, and social change.  
Political parties evolve over time.

**Essential Questions:** What accounts for the ideological shifts and fluctuation in confidence in the government that occurred during the Great Depression and the New Deal?  
How does the structure and impact of political parties change overtime in regards to domestic and foreign policies?  
How has the role and responsibility of the presidency expanded?

**Unit Goals:** Students will be able to explain how the superficial prosperity and laissez-faire government styles of the 1920s led to a severe prolonged depression that devastated the American economy.  
Students will be able to evaluate the extent of the success of the New Deal in combating the depression through programs designed to bring about relief, reform, and recovery.

**Duration of Unit:** 3 weeks

**NJCCCS:** 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.C.9.a, b, c, d; 6.1.12.D.9.a, b; 6.1.12.A.10.a, b, c; 6.1.12.B.10.a; 6.1.12.C.10.a, b; 6.1.12.D.10.a, b, c, d

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
To what extent do perceptions of prosperity affect the spending habits and the willingness of the federal government to regulate business?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Indicators of economic weakness in the 1920s (agriculture)</li> <li>• Significance of stock speculation and the stock market crash</li> <li>• Rugged individualism</li> <li>• Pros and cons of a global economy</li> <li>• Assess the New Deal as evolutionary or revolutionary</li> <li>• New Deal programs and agencies</li> <li>• New Deal and the Supreme Court</li> <li>• Limitations, challenges, and successes of the New Deal</li> <li>• Entertainment as a means of escapism</li> <li>• Expansion of the federal government</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File Database</i></p>	<p>Conduct a class discussion on the stock market crash and the Great Depression. Have students create a graphic organizer examining the causes of the depression and indicating its effect on ordinary citizens, business, and politics.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>



Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the advantages and disadvantages of a global economy?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Indicators of economic weakness in the 1920s (agriculture)</li> <li>• Significance of stock speculation and the stock market crash</li> <li>• Rugged individualism</li> <li>• Pros and cons of a global economy</li> <li>• Assess the New Deal as evolutionary or revolutionary</li> <li>• New Deal programs and agencies</li> <li>• New Deal and the Supreme Court</li> <li>• Limitations, challenges, and successes of the New Deal</li> <li>• Entertainment as a means of escapism</li> <li>• Expansion of the federal government</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File Database</i></p>	<p>In a five paragraph essay have the students respond to the following: <i>Explain the central features of Republican economic and political conservatism in the 1920s – including pro-business government, hostility to progressive social and economic regulation, and high tariffs to isolate the American economy from the troubled world economy.</i></p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p>
What role should the government play in public life, especially in terms of aiding those in need?			<p>Lead students in a class discussion on the long-term impact of the New Deal. Have them respond in writing in regards to the controversies in the 1980s and after over the legacy of “big government” programs started by the New Deal.</p>	<p>Open-ended questions</p> <p>Project assessments</p>
Was the New Deal a revolutionary response to or an evolutionary outcome of the economic and social effects of the Great Depression?			<p>Have students complete a <i>Varying Viewpoints</i> activity. Instruct students to read excerpts from Arthur Schlesinger’s <i>The Age of Roosevelt: The Coming of the New Deal</i> (New Deal as radical) and William Leuchtenberg’s <i>Franklin D. Roosevelt and the New Deal</i> (New Deal as partially revolutionary). Have students answer the following questions: What does each of these historians regard as the fundamental achievement of the New Deal? What weakness does Leuchtenberg see in the New Deal? How might they interpret the AAA, Social Security, and the Wagner Act?</p>	<p>Technology assessments</p> <p>Debate rubrics</p>
What were some criticisms of the New Deal?			<p>In <i>The American Spirit</i> have students read primary sources in Ch. 34 Section C: “Voices of Protest” (Long, Coughlin, and Townsend). Have students respond to the following: To what extent did Roosevelt’s critics offer realistic alternatives to the New Deal? How did Roosevelt outmaneuver his opponents?</p>	
How did the New Deal impact the general American population, as well as minority segments within American society?			<p>Have students create a graphic organizer outlining and analyzing the extent of the impact of the New Deal on women, families, children, African Americans, Native Americans, and Mexican Americans.</p>	
To what extent did economic problems and human suffering contribute to political realignment during the 1930s?			<p>Have students create a Prezi presentation on the shift in political alignment during the New Deal – including the impact of the New Deal Coalition.</p>	
Why did the American public turn to the radio and movies during the Great Depression?			<p>Have students write a reflection paper defining the concept of “escapism.” Have the students compare and contrast the American reaction to tragedy in the 1930s to today.</p>	

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How did the Great Depression affect the demography of the United States?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Indicators of economic weakness in the 1920s (agriculture)</li> <li>• Significance of stock speculation and the stock market crash</li> <li>• Rugged individualism</li> <li>• Pros and cons of a global economy</li> <li>• Assess the New Deal as evolutionary or revolutionary</li> <li>• New Deal programs and agencies</li> <li>• New Deal and the Supreme Court</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p>	<p>Have students review maps of the United States before, during, and after the Great Depression on the Smart Board. Lead the class in a discussion of the demographic changes and have students write a one page paper on the impact of these demographic changes on the United States in future.</p> <p>Have students read excerpts from <i>The Grapes of Wrath</i> and then watch clips from the film. Discuss the impact of the Dust Bowl on the demography of the United States.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p>
What was the immediate and long-range impact of the Great Depression on American society?	<ul style="list-style-type: none"> <li>• Limitations, challenges, and successes of the New Deal</li> <li>• Entertainment as a means of escapism</li> <li>• Expansion of the federal government</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File Database</i></p>	<p>Performance Assessment: Have students create a collage that presents the “Legacy of the Great Depression and New Deal” and interview grandparents, etc. about their experiences living during the depression or having parents that lived during the depression.</p>	<p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> <li>• Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.</li> </ul>				

**Freehold Regional High School District  
Advanced Placement United States History  
Unit #7: World War II**

**Enduring Understandings:** Geography and societal interaction impact culture and facilitate demographic change.  
 America is part of a global community.  
 Nationalism is influenced by individual perception and public attitudes in response to dramatic events.  
 Minority movements/groups can have a global impact.  
 Military outcomes cannot be predicted.

**Essential Questions:** How have war, industrialization, and invention fundamentally transformed the social, political, cultural, and economic landscape of the United States?  
 How is American involvement in foreign affairs often an ideological crusade to preserve democracy? How and why has the United States become involved in foreign affairs? What role does propaganda play in uniting a nation? How did WWII open up new opportunities for woman and minorities? How have individuals altered the course of history? What factors contribute to military strategy?

**Unit Goals:** Students will be able to assess the reasons why the United States sought to isolate itself from the conflicts in Europe in the mid-1930s.  
 Students will be able to evaluate America’s moves towards involvement in World War II and the long term and short term impact of American led Allied victory.  
 Students will be able to explain how American quickly and efficiently carried out a war mobilization effort that changed the social and economic aspects of American society.

**Duration of Unit:** 3-4 weeks

**NJCCCS:** 6.1.12.D.11.a, b, c, d, e; 6.1.12.B.11.a; 6.1.12.C.11.a, b; 6.1.12.11.a, b, c, d, e

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How can poor economic conditions, desperation, and the emergence of a “mob mentality” effect the willingness of individuals to follow extremist leaders and ideas?</p>	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Background to the rise of dictators and outbreak of war in Europe</li> <li>• American isolationist foreign policy in the 1920s and early 30s</li> <li>• Response to aggression (nonintervention and neutrality)</li> <li>• Relationship with Japan</li> <li>• Major military campaigns in the Atlantic and the Pacific</li> <li>• Wartime diplomacy and conferences</li> <li>• Plans for the United Nations</li> <li>• American mobilization for war</li> <li>• Social effects of the war on women, African-Americans, and Japanese Americans</li> <li>• Elections of 1940 and 1944</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>Have students create political cartoons that document the rise of dictators in Europe like Mussolini and Hitler, as well as Japan. Have the students focus on why even though Americans opposed their doctrines, they did not want to fight them initially.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>To what extent should the United States become involved in international affairs and conflicts?</p> <p>How and to what extent did American foreign policy evolve during WWII?</p>	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Background to the rise of dictators and outbreak of war in Europe</li> <li>• American isolationist foreign policy in the 1920s and early 30s</li> <li>• Response to aggression (nonintervention and neutrality)</li> <li>• Relationship with Japan</li> <li>• Major military campaigns in the Atlantic and the Pacific</li> <li>• Wartime diplomacy and conferences</li> <li>• Plans for the United Nations</li> <li>• American mobilization for war</li> <li>• Social effects of the war on women, African-Americans, and Japanese Americans</li> <li>• Elections of 1940 and 1944</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p>	<p>Have students read excerpts from the Nye Committee’s findings after WWI and the “merchants of death” to complete a reaction paper as to why isolationism in the 1930s was strongly aimed at the factors that supposedly led the United States into WWI?</p> <p>Have students pretend they are an isolationist or an internationalist between 1939 and 1941. Have students support or reject FDR’s strategy of increasing aid at each stage of WWII, but never so rapidly as to hand the isolationists a political victory. Then have students participate in a debate using their research.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p>
<p>Why did the United States enter WWII?</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Access to web 2.0 programs (free online)</p>	<p>Have students view the TLC documentary, <i>Pearl Harbor: Seven Views of Defiance</i> and write a reaction to the reasons for the attack and U.S. involvement in the war.</p>	<p>Technology assessments</p>
<p>How did American and Allied military strategies impact the outcome of the war?</p>	<p>(Continued from previous row)</p>	<p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>Have students view maps and primary sources to complete an essay that focuses on explaining the strategic military decisions of the war, including emphasis on the fact that Americans and the Allies were essentially fighting two wars that required different strategies – such as collaboration and cultural differences.</p>	<p>Debate rubrics</p>
<p>How did the contributions of minority groups during WWII serve as an impetus for change and equality after the war?</p>	<p>(Continued from previous row)</p>	<p>(Continued from previous row)</p>	<p>Divide the class into groups. Assign each group a topic to research in regards to the social changes brought about due to WWII. Topics should include women, African Americans, Japanese Americans, Native Americans, and Mexican Americans. Have groups present their findings to the class.</p>	<p>(Continued from previous row)</p>
<p>How was propaganda used to impact public opinion and support for WWII?</p>	<p>(Continued from previous row)</p>	<p>(Continued from previous row)</p>	<p>Have each student find a propaganda poster from WWII. Have students print out their propaganda poster and write a one page explanation/analysis of the political cartoon they selected. Share posters and analysis with the class.</p>	<p>(Continued from previous row)</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
In what ways did new technology impact of the outcomes of WWII?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Background to the rise of dictators and outbreak of war in Europe</li> <li>• American isolationist foreign policy in the 1920s and early 30s</li> <li>• Response to aggression (nonintervention and neutrality)</li> <li>• Relationship with Japan</li> <li>• Major military campaigns in the Atlantic and the Pacific</li> <li>• Wartime diplomacy and conferences</li> <li>• Plans for the United Nations</li> <li>• American mobilization for war</li> <li>• Social effects of the war on women, African-Americans, and Japanese Americans</li> <li>• Elections of 1940 and 1944</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>Have students participate in a debate on whether or not the United States was justified in using the atomic bombs on Japan in August 1945. Use primary and secondary sources to conduct research and formulate arguments.</p>	<p>Written tests and quizzes</p>
How did human rights violations during WWII guide American and world policies following the war?			<p>Discuss the Holocaust with the students. Then, have students view excerpts from the film <i>Nuremberg</i> – follow up with a class discussion on the film. Have students review the Human Rights Covenant of the United Nations and explain in an essay the origins of the document in WWII and their legacy.</p>	<p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p>
How did economic, social, and political organization on the American home front contribute to the success of the United States in WWII?			<p>Have students view and analyze graphs, charts and primary source text documents in the <i>American Pageant</i> and <i>The American Spirit</i> that outline the impact of WWII on the Home front. Have students determine the factors that contributed most to U.S. success in the war.</p>	<p>Technology assessments</p> <p>Debate rubrics</p>
<p><b><u>Suggestions on how to differentiate in this unit:</u></b></p> <ul style="list-style-type: none"> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> <li>• Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.</li> </ul>				

**Freehold Regional High School District**  
**Advanced Placement United States History**  
**Unit #8: The 1950s**

**Enduring Understandings:** Societal values are reflected in political structures.  
 Technological advancements change society.  
 American laws evolve to reflect societal changes.  
 Equality is an achievement that occurs slowly overtime.  
 Nationalism is influenced by individual perception and public attitudes in response to dramatic events.

**Essential Questions:** Why did tension and fear of mass global destruction dominate American foreign and domestic policy in the post-WWII era?  
 What is the impact of technological advancements on modern warfare and civilian society?  
 How were civil rights obstacles challenged by minority groups and the Supreme Court?  
 How do culture and counterculture movements influence American policies and societal values?  
 How has American participation in alliance systems marked a departure from traditional America isolationist foreign policy?

**Unit Goals:** Students will be able to explain how and why America emerged from WWII as the world's strongest economic power.  
 Students will be able to evaluate the impetus for and impact of minority movements in the 1950s.  
 Students will be able to assess the causes and effects of the global ideological conflict between the United States and the Soviet Union and evaluate how this conflict impacted American society.

**Duration of Unit:** 2-3 weeks

**NJCCCS:** 6.1.12.A.12.a, b; 6.1.12.B.12.a; 6.1.12.C.12.a, c, d; 6.1.12.D.12.b, c; 6.1.12.B.13.a; 6.1.12.C.13.a, b, d; 6.1.12.D.13.a, c, f

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How did the post-WWII goals of the United States and the Soviet Union lead to the Cold War?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Cold War policies (containment, brinkmanship)</li> <li>• Cold War events (NATO, Warsaw Pact, Berlin Airlift, Korean Conflict)</li> <li>• Presidents, programs, and legislation associated with the Fair Deal and Modern Republicanism</li> <li>• Cold war hysteria in the United States</li> <li>• Origins of the counterculture</li> <li>• Foundation for and leaders of the Civil Rights Movement</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>Have students create a DBQ on the complex causes of the Cold War – including topics such as the decline of Great Britain, the destruction of Europe, as well as battles over Poland, Germany, and Greece.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What was the impact of containment on American foreign policy?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Cold War policies (containment, brinkmanship)</li> <li>• Cold War events (NATO, Warsaw Pact, Berlin Airlift, Korean Conflict)</li> <li>• Presidents, programs, and legislation associated with the Fair Deal and Modern Republicanism</li> <li>• Cold war hysteria in the United States</li> <li>• Origins of the counterculture</li> <li>• Foundation for and leaders of the Civil Rights Movement</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	Have students read George Kennan’s “Article X” on containment. Have students write in an essay the pros and cons and limitations of containment as a major part of American foreign policy during the Cold War.	Written tests and quizzes
Do Americans with communist beliefs pose a threat to the nation?			Have students analyze the connection between the Cold War abroad and the hunt for subversion at home focusing both on actual Soviet Spires and the broader attack on all American Communists. Have the class in small groups research incidents that challenge civil rights in the 1950s such as the Alger Hiss Case, the Loyalty Act, Rosenbergs, Hollywood Ten, etc. Present findings to the class.	Open-ended questions  Project assessments  Technology assessments
What were the immediate and long range effects of Senator McCarthy’s hunts for communists in the United States?			Have students view the Army-McCarthy Hearings. Have students analyze in an essay that significance of McCarthy’s accusations in the 1950s and the implications for this type of behavior today.	Debate rubrics
How did American and Soviet actions lead to the spread of the Cold War around the world?			Lead the class in a discussion of the frustrations and limitations of the Korean War –including the involvement of China and the Soviet Union. Have students then complete a web quest on the key elements and decisions of the Korean War.	
What economic and social problems faced Americans after World War II?			Have students create a graphic organizer of the problems facing Truman immediately after WWII and his solutions and the effects of his solutions on creating a peaceful transition from war to peace.	
How were the 1950s an era of conformity and conflict?			Have students read excerpts from <i>The Organization Man</i> and analyze the impact of conformity had on life in the 1950s.  Research key people and literature from the Beat Movement. Compare and contrast the major elements of the counterculture movement, including its inception and appeal.	
Why were millions of Americans living in poverty in the 1950s despite the prosperity of the 1950s?			Have students read excerpts from Michael Harrington’s <i>The Other America</i> and analyze the limitations of the prosperity of the 1950s. Have students propose possible ways this type of inequality could have been addressed.	

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the origins of the Civil Rights Movement in the 1950s?</p>	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Cold War policies (containment, brinkmanship)</li> <li>• Cold War events (NATO, Warsaw Pact, Berlin Airlift, Korean Conflict)</li> <li>• Presidents, programs, and legislation associated with the Fair Deal and Modern Republicanism</li> <li>• Cold war hysteria in the United States</li> <li>• Origins of the counterculture</li> <li>• Foundation for and leaders of the Civil Rights Movement</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>Have students complete case studies on <i>Plessy v. Ferguson</i> and <i>Brown V. Board of Education</i>. Outline the major parties in each case, the Court's decisions, and the long lasting impact of each case on civil rights in the United States.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>

**Suggestions on how to differentiate in this unit:**

- A wide variety of assessments and strategies complement the individual learning experience.
- Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.



**Freehold Regional High School District**  
**Advanced Placement United States History**  
**Unit #9: The 1960s**

**Enduring Understandings:** Equality is an achievement that occurs slowly overtime.  
 American laws evolve to reflect societal changes.  
 Military outcomes cannot be predicted.

**Essential Questions:** How was the American political system transformed as democratic ideals were expanded to more stakeholders?  
 How were civil rights obstacles challenged by minority groups and the Supreme Court? How have individuals altered the course of history?  
 How do culture and counterculture movements influence American policies and societal values? How do public opinion and the media contribute to military strategy?

**Unit Goals:** Students will be able to assess the foreign and domestic policies of the 1960s.  
 Students will be able to explain that though it was not entirely cohesive, the African American civil rights movement brought about a tide of liberal social reform.

**Duration of Unit:** 2-3 weeks

**NJCCCS:** 6.1.12.D.12.a, d, e; 6.1.12.A.13.a, b, c; 6.1.12.B.13.a, b; 6.1.12.D.13.b, e

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What were the key strategies and goals of Civil Rights leaders during the 1960s? How did the goals of the movement evolve?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Cold War policies (arms race, space race)</li> <li>• Cold War events (Bay of Pigs, Cuban Missile Crisis, conflicts in the Middle East)</li> <li>• U.S. involvement in Vietnam and the policies of Kennedy, Johnson, Nixon, and Ford</li> <li>• Significant military events of the Vietnam Conflict</li> <li>• Domestic Policies of Kennedy’s New Frontier and Johnson’s Great Society</li> <li>• Domestic response to the war in Vietnam</li> <li>• Key legislation, Supreme Court decisions, and leaders and tactics of the Civil Rights Movement</li> <li>• Counterculture</li> <li>• Elections of the 1960s</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p>	<p>Read Martin Luther King’s “Letter from a Birmingham Jail” and Malcolm X’s “The Ballot or the Bullet” and compare and contrast the goals and successes and limitations of each man’s fight for civil rights and equality.</p> <p>Create a timeline of the Civil Rights movement using Capzles.com. Outline and evaluate the successes and the challenges of the movement in the timeline.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>
What were the successes of the Civil Rights movement in the 1960s?				
What were the short and long term effects of John F. Kennedy’s foreign policy?		<p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>In a five paragraph essay explain the Kennedy administration’s activism in the Cold War, comparing and contrasting success in dealing with the Russians(Cuban Missile Crisis) and frustrations dealing with the Third World (Bay of Pigs and Vietnam).</p>	

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What were the goals of Kennedy's New Frontier?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Cold War policies (arms race, space race)</li> <li>• Cold War events (Bay of Pigs, Cuban Missile Crisis, conflicts in the Middle East)</li> <li>• U.S. involvement in Vietnam and the policies of Kennedy, Johnson, Nixon, and Ford</li> <li>• Significant military events of the Vietnam Conflict</li> <li>• Domestic Policies of Kennedy's New Frontier and Johnson's Great Society</li> <li>• Domestic response to the war in Vietnam</li> <li>• Key legislation, Supreme Court decisions, and leaders and tactics of the Civil Rights Movement</li> <li>• Counterculture</li> <li>• Elections of the 1960s</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> </ul> <p>Compose position and research papers.</p>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	Have students create a chart outlining the goals of Kennedy's New Frontier and its impact on public participation in the 1960s.	Written tests and quizzes
What were the goals of Johnson's Great Society?			In <i>The American Spirit</i> , have students read Ch. 39 Section B – primary sources on Johnson's Great Society (this section includes goals & criticisms). Have students respond to questions #2 on page 513 in the book.	Document Based Essays
What were the short and long term effects of Johnson's foreign policy?			Have students describe the escalation of the Vietnam War and impact of the escalation militarily and politically.	Open-ended questions
How did the media impact public opinion and public policy in the 1960s?			Have students research and prepare for a debate on American involvement in Vietnam.	Project assessments
Have students complete (from the 2008 released AP exam) or create a DBQ on the impact of the media on public opinion and the Vietnam War.				Technology assessments
				Debate rubrics

**Suggestions on how to differentiate in this unit:**

- A wide variety of assessments and strategies complement the individual learning experience.
- Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.

**Freehold Regional High School District  
Advanced Placement United States History  
Unit #10: The 1970s**

**Enduring Understandings:** America is part of a global community.  
Ideological shifts and conflicts prompt political, economic, and social change.  
Political parties evolve overtime.

**Essential Questions:** How have war, industrialization, and invention fundamentally transformed the social, political, cultural, and economic landscape of the United States? How has American involvement in foreign affairs sometimes been controversial?  
How does corruption and dishonesty in government impact public opinion and policy?

**Unit Goals:** Students will be able to analyze the impact the end of the conflict in Vietnam had on America’s position in an unstable international climate.  
Students will be able to assess the reasons for the loss of faith in the government, as well as the reasons why the country settled into a divisive stalemate during the 1970s.

**Duration of Unit:** 1 week

**NJCCCS:** 6.1.12.A.14.a-h; 6.1.12.B.14.a-d; 6.1.12.C.14.a-d; 6.1.12.D.14.a-f; 6.1.12.A.15.a-f; 6.1.12.B.15.a; 6.1.12.C.15.a, b; 6.1.12.D.15.a-d; 6.1.12.A.16.a-c; 6.1.12.B.16.a; 6.1.12.C.16.a-c; 6.1.12.D.16.a-c

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What were the major domestic and foreign differences in each president’s administration? How did this subsequently impact successive presidents?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Foreign policy agendas of Nixon, Ford, and Carter</li> <li>• Domestic policy agendas of Nixon, Ford, and Carter</li> <li>• New national issues of the decade (environment, energy crisis, abortion, AIDS, stagflation, supply-side economics, Watergate)</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p>	<p>Present a Power Point presentation on Nixon, Ford, and Carter to students. Then have students use the Power Point and their textbooks to complete “Presidential Evaluations/Report Cards” on each president’s foreign policy, domestic policy, and overall success in leading the United States. Discuss evaluations as a class.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p>
How were domestic issues handled during the 1970s, and to what extent did the handling of these issues help or hurt public confidence in the government?	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> </ul>	<p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p>	<p>Have students trace the origins of conflicts over civil rights in the 1970s including busing and affirmative action. Respond to the conflict in a one page reflection paper.</p> <p>Have students read <i>All the Presidents Men</i> and write a book review of the novel.</p>	<p>Project assessments</p> <p>Technology assessments</p>
How do American politics shape the lives of people both internationally and domestically?	<ul style="list-style-type: none"> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers</li> </ul>	<p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>Have students address the foreign policies of Nixon and détente and Carter and Human Rights. In a five-paragraph essay – what was the impact of each president’s foreign policy on the international community?</p>	<p>Debate rubrics</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did the media exemplify the foreign policy success and failures of Nixon, Ford, and Carter?</p>	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Foreign policy agendas of Nixon, Ford, and Carter</li> <li>• Domestic policy agendas of Nixon, Ford, and Carter</li> <li>• New national issues of the decade (environment, energy crisis, abortion, AIDS, stagflation, supply-side economics, Watergate)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>In groups, assign students one foreign policy decision by Nixon, Ford, or Carter. Have students create a summary of the event and then create their own policy to combat the problem. List the pros and cons of the student-created policies as a whole class activity.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>
<p><b><u>Suggestions on how to differentiate in this unit:</u></b></p> <ul style="list-style-type: none"> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> <li>• Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.</li> </ul>				

**Freehold Regional High School District**  
**Advanced Placement United States History**  
**Unit #11: The 1980s & 1990s**

**Enduring Understandings:** America is part of a global community.

Ideological shifts and conflicts prompt political, economic, and social change.

Democratic governments limit the possibility of abusing power while guaranteeing individual rights and liberties.

**Essential Questions:** How has the role of the federal government changed and expanded overtime? How have shifts in economic policy impacted government decisions and society overall? How has America's role in international affairs increased overtime?

**Unit Goals:** Students will be able to explain how the “new right” conservative movement in the 1980s brought both economic growth and massive budget deficits that put constraints on the federal government.

Students will be able to evaluate the ideological conflicts and sharp partisan battles of the 1990s.

**Duration of Unit:** 2-3 weeks

**NJCCCS:** 6.1.12.A.14.a-h; 6.1.12.B.14.a-d; 6.1.12.C.14.a-d; 6.1.12.D.14.a-f; 6.1.12.A.15.a-f; 6.1.12.B.15.a; 6.1.12.C.15.a, b; 6.1.12.D.15.a-d; 6.1.12.A.16.a-c;

6.1.12.B.16.a; 6.1.12.C.16.a-c; 6.1.12.D.16.a-c

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What lead to the emergence of the conservative movement in the 1980s?	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Elections of the 1980s and 1990s</li> <li>• Economic challenges and successes</li> <li>• Republican Conservatism</li> <li>• Domestic agendas of Reagan, Bush, and Clinton</li> <li>• Foreign policy success and limitations of the Reagan, Bush, and Clinton Administrations</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p>	<p>Have students conduct research on the rise of conservatism in the 1980s. Using the information has them participate in a discussion on Reagan’s ability to link economic social-policy and foreign-policy conservative principles into a political coalition. Specifically, have them discuss the successes and failures of Reagan’s supply-side economics and the polarization of the “culture wars.”</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p>
How did women’s roles and women’s issues expand in the 1980s and 1990s?	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> </ul>	<p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p>	<p>In groups, have students examine the growing role of women and women’s issues in the politics of the 1980s and 90s. Have them consider the impact of one of the following women with their groups and create a Power Point or Prezi presentation for the class: Sandra Day O’Connor, Dianne Feinstein, Hillary Clinton, and Ruth Bader Ginsberg, etc.</p>	<p>Project assessments</p> <p>Technology assessments</p>
What was the extent and importance of American involvement in Third World countries in the 1980s?	<ul style="list-style-type: none"> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> </ul>	<p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p>	<p>In a five paragraph essay have students discuss the importance of the “Third World” in American foreign policy of the 1980s and 90s. Have students evaluate the military and economic involvement of the United States in underdeveloped countries and the perception of this involvement to the global community.</p>	<p>Debate rubrics</p>
What was the status of the Cold War in the 1980s?	<ul style="list-style-type: none"> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Access to <i>Facts on File</i></p>	<p>In a class discussion have students explain the revival of the Cold War in the 1980s. In a reflection paper have students consider the American policies and internal changes in the Soviet Union as a means to moving closer to ending the Cold War later in the decade.</p>	

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did the ideological climate of the 1990s change from that of the 1980s?</p>	<p><b>Content, Themes, Concepts:</b></p> <ul style="list-style-type: none"> <li>• Elections of the 1980s and 1990s</li> <li>• Economic challenges and successes</li> <li>• Republican Conservatism</li> <li>• Domestic agendas of Reagan, Bush, and Clinton</li> <li>• Foreign policy success and limitations of the Reagan, Bush, and Clinton Administrations</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary sources</li> <li>• Conduct self-evaluation</li> <li>• Create oral and visual presentations</li> <li>• Integrate technology</li> <li>• Satisfactorily complete tests and quizzes</li> <li>• Interpret charts and graphs</li> <li>• Analyze statistics to find patterns</li> <li>• Debate relevant topics</li> <li>• Compose position and research papers.</li> </ul>	<p>Current textbook</p> <p>Access to primary source documents (hard or electronic copies)</p> <p>Internet access, laptops</p> <p>Microsoft Office (Word, Power Point, Excel, Publisher, etc)</p> <p>Smart board / LCD projector</p> <p>Access to web 2.0 programs (free online)</p> <p><i>Opposing Viewpoints In American History</i> book</p> <p>Access to <i>Facts on File</i></p>	<p>Have students assess and compare and contrast in an essay the ideas and politics of Bill Clinton in the 1990s – especially his attempt to steer a middle course between conservative republicans and more liberal Democrats on issues such as welfare, social security, civil rights, and the environment.</p>	<p>Written tests and quizzes</p> <p>Document Based Essays</p> <p>Open-ended questions</p> <p>Project assessments</p> <p>Technology assessments</p> <p>Debate rubrics</p>

**Suggestions on how to differentiate in this unit:**

- A wide variety of assessments and strategies complement the individual learning experience.
- Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.