



West Windsor-Plainsboro Regional School District
AP United States History

Unit 0: Historical Thinking
Content Area: Social Studies
Course & Grade Level: AP United States History
Summary and Rationale
<p>In today's complex world, it is imperative that educators help create critical thinkers and problem solvers who can carefully evaluate evidence, assess the credibility of sources, and interpret a wide range of media in order to fully understand and positively act on issues.</p> <p>The Historical Thinking unit of study ensures that students understand the importance of historical context, perspective, bias, and credibility of sources at a level appropriate to their development. The Student Learning Standards adopted by the state of New Jersey emphasize the responsibility of social studies classrooms to provide thoughtful and challenging instruction in analytical reading and writing, and critical and creative thinking. These skills are practiced all year long and are explicitly infused within all social studies units of study to meet the rigorous expectations of the New Jersey Student Learning Standards, develop the analytical reasoning required to enable students to 'Think Like a Historian,' and communicate this historical thinking in a variety of academic realms.</p>
Recommended Pacing:
Historical thinking will be infused throughout all units of study.
State Standards
<p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>New Jersey Social Studies Practices (Pgs. 20-21 of NJ Social Studies Standards)</p> <p><i>Developing Questions and Planning Inquiry</i></p> <ul style="list-style-type: none"> Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires

addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources

- Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives

- Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence

- Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Presenting Arguments and Explanations

- Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Standards	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1	Write arguments focused on discipline specific-content.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
21st Century Life and Career Standards	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Educational Technology Standards	

8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product
8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Interdisciplinary Standards	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
4.S-IC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Historians study documents and material artifacts to gather an understanding about the past, but that understanding is based on a logical interpretation of the evidence. Historians use a variety of skills as they read about the past. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do we know about the past? How do we know if we can trust what we read about the past? How were people of the past different from the people of today? 	
Objectives	
<p style="text-align: center;">College Board's AP Historical Thinking Skills</p> <p>Skill 1: Developments and Processes - Identify and explain historical developments and processes.</p> <ul style="list-style-type: none"> 1.A Identify a historical concept, development, or process. 1.B Explain a historical concept, development, or process. <p>Skill 2: Sourcing and Situation - Analyze sourcing and situation of primary and secondary sources.</p> <ul style="list-style-type: none"> 2.A Identify a source's point of view, purpose, historical situation, and/or audience. 2.B Explain the point of view, purpose, historical situation, and/ or audience of a source. 2.C Explain the significance of a source's point of view, purpose, historical situation, and/ or audience, including how these might limit the use(s) of a source. <p>Skill 3: Claims and Evidence in Sources - Analyze arguments in primary and secondary sources.</p>	

- 3.A Identify and describe a claim and/or argument in a text based or non-text-based source.
- 3.B Identify the evidence used in a source to support an argument.
- 3.C Compare the arguments or main ideas of two sources.
- 3.D Explain how claims or evidence support, modify, or refute a source's argument.

Skill 4: Contextualization - Analyze the context of historical events, developments, or processes.

- 4.A Identify and describe a historical context for a specific historical development or process.
- 4.B Explain how a specific historical development or process is situated within a broader historical context.

Skill 5: Making Connections - Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

- 5.A Identify patterns among or connections between historical developments and processes.
- 5.B Explain how a historical development or process relates to another historical development or process.

Skill 6: Argumentation - Develop an argument.

- 6.A Make a historically defensible claim.
- 6.B Support an argument using specific and relevant evidence.
 - Describe specific examples of historically relevant evidence.
 - Explain how specific examples of historically relevant evidence support an argument.
- 6.C Use historical reasoning to explain relationships among pieces of historical evidence.
- 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
 - Explain the nuance of an issue by analyzing multiple variables.
 - Explain relevant and insightful connections within and across periods.
 - Explain the relative historical significance of a source's credibility and limitations.
 - Explain how or why a historical claim or argument is or is not effective.

AP History Reasoning Processes:

Reasoning Process 1: Comparison	Reasoning Process 2: Causation	Reasoning Process 3: Continuity and Change
1.i: Describe similarities and/or differences between different historical developments or processes.	2.i: Describe causes and/or effects of a specific historical development or process.	3.i: Describe patterns of continuity and/or change over time.
1.ii: Explain relevant similarities and/or differences between	2.ii: Explain the relationship between causes and effects of a	3.ii: Explain patterns of continuity and/or change over time.

specific historical developments and processes.	specific historical development or process.	
1.iii: Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.	2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.	3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.
	2.iv: Explain how a relevant context influenced a specific historical development or process.	
	2.v: Explain the relative historical significance of different causes and/ or effects.	

Taking Action

Identify Opportunities for Personal or Collaborative Action:

- Identify and create opportunities for personal or collaborative actions to address situations, events, issues, or phenomena in a way that is likely to improve conditions.

Assess Options and Plan Actions:

- Assess options and plan actions based on evidence that indicates the potential for impact, by evaluating previous approaches, varied perspectives, and/or potential consequences.

Act Creatively and Responsibly:

- Act individually or collaboratively to execute a plan that is culturally responsive, and strongly likely to improve a local, regional, and/or global situation, and assesses the impact of the action.

Reflect on Actions:

- Reflect on the effectiveness and cultural appropriateness of own actions and advocacy for improvement, honestly describing the results of actions and implications for future actions and advocacy.

Evidence of Learning

Performance Tasks:

- Film Analysis- Students will select a film that depicts a historic event or period and apply historical thinking skills to analyze the movie. Students will select clips, develop probing questions, and lead class discussions. Students will be assessed on application of historical thinking skills and 21st century competencies.

Other Evidence:

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.

<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations
Resources
http://achievethecore.com/ - Achieve the Core http://historymatters.gmu.edu/ - Historical Thinking Matters http://sheg.stanford.edu/us - Reading Like a Historian Curriculum materials http://teachinghistory.org/ - National History Education Clearinghouse http://beyondthebubble.stanford.edu/ - Beyond the Bubble https://sheg.stanford.edu/civic-online-reasoning - Online Civic Reasoning

New Jersey State Diversity and Inclusion Mandates	
The New Jersey State Diversity and Inclusion mandates are addressed throughout this document. They are defined here and are indicated parenthetically throughout the document under the “Objectives” for each unit with their corresponding acronym.	
Amistad/Black History (ACM)	<i>N.J. Stat. § 18A:35-4.43</i> : Infusion of African American accomplishments into school curricula
Holocaust/Human Rights (HCM)	<i>N.J. Stat. § 18A:35-28</i> : Instruction on Holocaust, genocides required in elementary, secondary school curriculum
LGBT & Disability (ICM)	<i>N.J. Stat. § 18A:35-4.35</i> : History of disabled and LGBT persons included in middle and high school curriculum
Asian/Pacific Islander (AAPI)	<i>N.J. Stat. § 18A:35-4.44</i> : Asian American, Pacific Islander history, contributions; instruction included in curriculum

Unit 1: Period 1: 1491 – 1607	
Content Area: Social Studies	
Course & Grade Level: U.S. History AP	
Summary and Rationale	
<p>As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.</p> <p>Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.</p>	
Recommended Pacing	
Students will devote 6-8 instructional days to review and assessment.	
State Standards	
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources)
6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
6.2.12.GeoPP.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade has on the New World's economy and society.
6.2.12.GeoGE.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans
6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Native American peoples developed a variety of complex societies that were highly adapted to their environments and exhibited complex systems of exchange with one another and with Europeans and Africans after contact. The Columbian Exchange precipitated radical environmental, agricultural, social, political, and demographic changes in Native American, African, and European societies. European empires, especially the Spanish Empire, vastly extended their territorial possessions throughout the Americas, pursued mercantilist economic policies, and established labor systems based upon the enslavement of Native Americans and Africans. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How did the environment shape the economies, political structures, cultures, and social customs of Native American groups prior to the Columbian Exchange? What makes cross-cultural contact possible, successful, and conflictual? How do societies justify their conquest and their enslavement of other peoples? In what ways did Native Americans and Africans resist colonial subjugation and enslavement? 	
Objectives	
Students will know: <ul style="list-style-type: none"> The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages. 	

- Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.
- European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.
- The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.
- Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.
- Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.
- In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources (HCM).
- European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining (ACM).
- The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire (ACM)(HCM).
- In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power (HCM).
- Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture (HCM).
- As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance (HCM).
- Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans (ACM)(HCM).

Students will be able to:

- Explain the context for European encounters in the Americas from 1491 to 1607.
- Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.
- Explain the causes of exploration and conquest of the New World by various European nations.

- Explain causes of the Columbian Exchange and its effects on Europe and the Americas during the period after 1492 (HCM).
- Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.
- Explain how and why European and Native American perspectives of others developed and changed in the period (HCM).
- Explain the effects of the development of transatlantic voyages from 1491 to 1607.

Evidence of Learning

Examples Include:

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- Compare: Students will compare and contrast the pre-Columbian societies of North America and then describe the consequences of "contact" for each of those societies.
- Socratic Circle Discussion: Students will discuss the evolution of Bartolomé de Las Casas' position regarding the enslavement of Native Americans and the enslavement of Africans.

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text: [The American Yawp](#), Stanford University Press

Chapters 1-2

Suggested Resources:

- **Websites**
 - <http://ap.gilderlehrman.org/period/1>
- **Primary Sources**
 - [Landing of Columbus \(1492\)](#)
 - [Columbus' Report on His First Voyage](#) (1493)
 - [Pope Alexander VI's Demarcation Bull](#) (1493)
 - [Bartolomé de Las Casas debates the subjugation of the Indians](#) (1550)
 - Aztec Chroniclers Describe the Spanish Conquest of Mexico (1519) - (Kennedy & Bailey, 12-15)
- **Secondary Sources**
 - [The Columbian Exchange](#)
 - Excerpts from Guns, Germs, and Steel

- Excerpts from “Columbus, The Indians, and Human Progress” in *A People’s History of the United States* by Howard Zinn
- Excerpts from *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* by Richard White
- Excerpts from *The Spanish Frontier in North America* by David J. Weber
- “1493: The True Importance of Christopher Columbus” in *Lies My Teacher Told Me* by James W. Loewen

Unit 2: Period 2: 1607 – 1754	
Content Area: Social Studies	
Course & Grade Level: U.S. History AP	
Summary and Rationale	
<p>Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.</p> <p>The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.</p>	
Recommended Pacing	
Students will review early American history content for 6-8 instructional days, including assessment.	
State Standards	
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The divergent colonial goals and environments of the Spanish, French, Dutch, and English Empires contributed to distinct colonial economies, relationships with Native Americans, patterns of migration, and labor systems. • Climate, land quality, patterns of migration, labor, religion, and government structure contributed to divergent regional identities between the New England, Chesapeake, and middle colonies. • Europeans and Native Americans experienced increased interaction through cooperative trading ventures as well as military conflict, and with this increased interaction came significant declines in Native American populations owing to both war and disease. • In this period, the British Empire adopted and greatly expanded its use of enslaved African laborers as it increased its participation in trade across the Atlantic. • The Great Awakening, the Enlightenment, and Salutary Neglect provided a context for the development and flourishing of democratic institutions in the colonies and fostered an impulse for independence and colonial resistance in the 1700s. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What accounts for the divergent colonial goals and methods pursued by the Spanish, French, Dutch, and English in the 1600s? • What accounts for regional differences within a nation or empire (e.g., the New England, Chesapeake, and Middle Colonies of the British Empire)? • How did the relationships between European colonial empires and Native Americans change over time? • Under what circumstances did Native Americans and Europeans become allies or enemies? • How does race intersect with economic policy? • How did science, philosophy, and religion in the 1700s stimulate a growing desire for independence amongst colonists? What fosters allegiance and/or resistance to one's country? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society (ACM). • French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe (HCM). • English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately (HCM). 	

- The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans (ACM).
- The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.
- The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.
- The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy (ACM).
- Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and dominated the elected assemblies.
- An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor (ACM) (HCM).
- Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts (HCM).
- The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies (HCM).
- Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups (HCM).
- British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England (HCM).
- American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest (HCM).
- All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of

enslaved workers, while the great majority of enslaved Africans were sent to the West Indies (ACM).

- As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as Black and enslaved in perpetuity (ACM)
- Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family (ACM).
- The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.
- The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.
- The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.
- Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

Students will be able to:

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

Evidence of Learning

Examples Include:

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including

<p>Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.</p> <ul style="list-style-type: none"> • ‘Mayflower Compact Text Analysis & Thesis Development’: Students will conduct a close reading of the Mayflower Compact, with a focus on deconstructing the text’s structure and claims. Students will then use the text as a basis for creating a thesis. • ‘British Settlement’: Students will compare and contrast colonial regions with respect to family structures, religion, labor, government, etc. • ‘The impact of Religious Thought and Observance- Historians Debate’: Students will analyze multiple historical interpretations and then conduct a debate regarding the impact of religious beliefs on the development of democratic institutions and the concept of liberty.
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
<p>Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations</p>
<p style="text-align: center;">Resources</p>
<p>Core Text: <u>The American Yawp</u>, Stanford University Press Chapters 3-4</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • Websites <ul style="list-style-type: none"> ○ http://ap.gilderlehrman.org/period/2 • Primary Sources <ul style="list-style-type: none"> ○ The Mayflower Compact (1620) ○ A Jamestown settler describes life in Virginia (1622) ○ “A Model of Christian Charity” by John Winthrop (City Upon a Hill) (1630) ○ A Contract for Indentured Service (1635) - (Kennedy & Bailey, 62-63) ○ “Declaration of the People” by Nathaniel Bacon (1676) - (Kennedy & Bailey, 69-71) ○ The Salem Witchcraft Hysteria (1692) - (Kennedy & Bailey, 83-84) ○ The Conscience of a Slave Trader (1694) - (Kennedy & Bailey, 20-21) ○ The Stono River Rebellion in South Carolina (1739) - (Kennedy & Bailey, 79-81) ○ The Growth of the Colonial Population (Chart) (1740-1780) - (Kennedy & Bailey, 92) ○ George Whitefield Fascinates Franklin (1739) - (Kennedy & Bailey, 93-94) • Secondary Sources <ul style="list-style-type: none"> ○ The Origins of Slavery ○ Colonization and Settlement, 1585-1763 ○ Excerpts from <i>The Spanish Frontier in North America</i> by David J. Weber ○ “The Truth About the First Thanksgiving” in <i>Lies My Teacher Told Me</i> by James W. Loewen

Unit 3: Period 3: 1754-1800	
Content Area: Social Studies	
Course & Grade Level: U.S. History AP	
Summary and Rationale	
<p>With the outbreak of the Seven Years War, the American colonists saw the end of the period of salutary neglect as Britain sent troops to support the war efforts. The end of salutary neglect ushered in the American revolutionary period as a group of colonists began to clash with British policies that placed responsibility for the growing war debts. Tensions rose as British officials prevented colonists from moving and settling westward to limit colonial encroachment on indigenous lands and began to pass tax policies while offering no colonial representation. In response, colonial leaders turned to Enlightenment notions of self-rule to compose the Declaration of Independence and separate from Britain resulting in the outbreak of the American Revolution.</p> <p>While military occupation pushed many men and women to mobilize in support of the Patriot movement, the war period sowed divisions within the colonies as Loyalist parties assisted the British war efforts and many enslaved peoples fled to the British side where they were promised freedom in exchange for supporting the British troops.</p> <p>As the war came to a close with the Patriots winning victory, the colonists were faced with the challenge of structuring a new republican system of government. Organizing first under the Articles of Confederation, American political leaders debated what the role of the new national government should be. Nearing the end of the 18th century, delegates met, debated and compromised in order to create the United States Constitution. The creation of the debate ushered in new debates over the powers allocated to the federal government, how and which rights should be protected and the future of the institution of slavery in the country. These debates led to the rise of the First Party System and contentious years arguing and politicking between the Federalists and the Democratic-Republicans.</p>	
Recommended Pacing	
12-15 days	
State Standards	
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)

6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
6.1.12.EconEM.2.a:	Explain how the United States economy emerged from British mercantilism.
6.1.12.EconEM.2.b:	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
6.1.12.EconET.2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War.
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistorySE.2.a:	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> British colonists' expansion into the Ohio River Valley threatened French and indigenous trade, instigating the Seven Years War. Increased British and colonists' interactions as a result of the Seven Years War ushered in a period of rising tension that resulted in the American Revolution. Patriot leaders centered their arguments for self-rule on the philosophy of Enlightenment political thinkers. Debates over individual rights, states' rights, and Federal power shaped the development of the political institutions and practices of the new Republic. Indigenous people worked with other European nations and the United States to limit encroachment on and seizure of tribal lands. The philosophical ideals used to compose the Declaration of Independence, Constitution and Bill of Rights provided a basis for a burgeoning abolition movement in the United States. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity? How did the revolutionary struggle and its aftermath impact white American and indigenous relations and affect subsequent migration? How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups? How did Enlightenment republican ideals affect the nation's political culture after independence? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy (HCM). Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies. After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands. Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual local traditions of self-rule, and the ideas of the Enlightenment. The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women. 	

- In the face of economic shortages and the British military occupation of some regions men and women mobilized in large numbers to provide financial material support to the Patriot movement.
- Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.
- Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.
- During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments (ACM).
- In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "republican motherhood" gained popularity.
- The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.
- The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for stronger central government.
- As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states.
- Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution.
- The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808 (ACM).
- In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers.
- Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.
- Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.
- The U.S. government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America.
- War between France and Britain presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.

- An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands (HCM).
- During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.
- George Washington's Farewell Address encouraged nation unity, warning against political factions and about the danger of permanent foreign alliances.
- New forms of national culture developed in the United States alongside continued regional variations.
- Ideas about national identity increasingly found expression in works of art, literature, and architecture.
- Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States while seeking to limit migration of white settlers and maintaining control of tribal lands and natural resources (HCM).
- An increasing number of migrants from North America and other parts of the world continued to move westward, frontier cultures that emerged in the colonial period continued to grow.
- The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery (ACM).

Students will be able to:

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

- Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800 (ACM).
- Explain how the American independence movement affected society from 1754 to 1800.

Evidence of Learning

Examples Include:

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- Socratic Seminar: Students will discuss the arguments presented in American Revolution-era documents, such as the Declaration of Independence and Thomas Paine's *Common Sense* and discuss the ideology behind the American Revolution and how it shaped subsequent political and social debates.

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text: The American Yawp, Stanford University Press

Chapters 5-6

Suggested Resources:

- **Websites**
 - <http://ap.gilderlehrman.org/period/2>
- **Primary Sources**
 - Treaty of Paris 1763
 - Dunmore's Proclamation
 - Common Sense
 - Declaration of Independence
 - The Articles of Confederation
 - United States Constitution
 - Bill of Rights
 - Federalist and Anti-federalist papers
 - Washington's Farewell Address
 - Alien and Sedition Acts
- **Secondary Sources**
 - [Why Tea? The Global Story of the American Revolution](#)
 - [The Declaration in World Context](#)

Unit 4: Period 4: 1800 – 1848	
Content Area: Social Studies	
Course & Grade Level: U.S. History AP	
Summary and Rationale	
<p>The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them. The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties. While Americans embraced a new national culture, various groups developed distinctive cultures of their own. Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.</p> <p>Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities. New transportation systems and technologies dramatically expanded manufacturing and agricultural production. The changes caused by the market revolution had significant effects on U.S. society, workers’ lives, and gender and family relations. Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.</p> <p>The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives. Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade. The United States’ acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.</p>	
Recommended Pacing	
12-15 days	
State Standards	
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties

6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies
6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
6.1.12.EconEM.2.c	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation
6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
6.1.12.HistoryUP.2.b:	Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War.
6.1.12.[History]CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
6.1.12.[History]CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement
6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation
6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.HistoryCA.2.a	6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • In the early 1800s, the United States developed a new national culture, including forms of economic and cultural nationalism following the War of 1812. • The Era of Good Feelings gave way to major shifts in the political landscape with the development of the new political parties of the Democrats and the Whigs, as well as increasing participation in democratic institutions by non-landed whites; politics in this period was marked by a series of political compromises as the nation grapples with the question of slavery's expansion in the face of the nation's continued geographic expansion across the continent. • The Second Great Awakening, in addition to giving rise to denominational shifts and the rise of communal religious experiments, provided a context in which grassroots religious and political activism developed a growing reform movement to address suffrage, slavery, education, temperance, etc. • Revolutions in industry, agriculture, commerce, and transportation, coupled with a growing population and increasing urbanization led to the Market Revolution, producing greater opportunities for economic and social mobility, especially for women, but also contributed to the expansion of slavery. • Regional economic specialization contributed to growing cultural and political divisions between the North and the South as the North industrialized and as the South embraced cotton as a cash crop and expanded the institution of slavery westward. • The United States experienced waves of migration from Asia, Ireland, and Germany with accompanying nationalist reactions, and contributed to urbanization and increasing westward expansion on the frontier. (AAPI) • The United States doubled in size with the Louisiana Purchase. • The balance of power between the three branches of the federal government was tested in a number of landmark Supreme Court cases (e.g. <i>Marbury v. Madison</i> and <i>Cherokee Nation v. Georgia</i>) and legislative battles (e.g. Tariff of 1828 and the Nullification Crisis). 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How should a nation balance national unity and regional diversity? • What motivates individuals and groups to advocate for reforms in their society? 	

- Which branch of government should be the most powerful (legislative, executive, judicial)?
- How do political parties evolve over time?
- Who benefits the most/least in an economy?
- How did political maneuvers sustain the institution of slavery?
- Why do migrants migrate? Should the United States limit or expand immigration and naturalization?
- What are the benefits/disadvantages of territorial expansion?

Objectives

Students will know:

- In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.
- Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.
- Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.
- Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy (ACM).
- Plans to unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.
- Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery (ACM).
- Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
- The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine (HCM).
- Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.
- Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.
- Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South.
- Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.
- Large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

- The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite, but also to a large and growing population of laboring poor.
- Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead, they supported themselves producing goods for distant markets.
- Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.
- The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.
- By the 1820s and 1830s, new political parties arose—the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay— that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.
- Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations (HCM).
- A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.
- Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.
- The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.
- The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements.
- Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.
- Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights (ACM).
- Antislavery movements increased in the North (ACM).
- A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.
- Antislavery efforts in the South were largely limited to unsuccessful slave rebellions (ACM).
- Enslaved Blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status (ACM).
- In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life (ACM).

- Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.
- As over cultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow (ACM).

Students will be able to:

- Explain the context in which the republic developed from 1800 to 1848.
- Explain the causes and effects of policy debates in the early republic.
- Explain how different regional interests affected debates about the role of the federal government in the early republic.
- Explain how and why American foreign policy developed and expanded over time.
- Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.
- Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.
- Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.
- Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.
- Explain how and why a new national culture developed from 1800 to 1848.
- Explain the causes of the Second Great Awakening.
- Explain how and why various reform movements developed and expanded from 1800 to 1848.
- Explain the continuities and changes in the experiences of African Americans from 1800 to 1848 (ACM).
- Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.
- Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

Evidence of Learning

Examples Include:

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- 'Moving West- Historians Debate': Students will debate in small groups and as a class the impacts of the nation's geographic expansion in the early 1800s.
- 'American Immigration': Students will research and then compare and contrast immigrants' motivations to come to the United States, their experiences of immigration and settlement, and the reactions to their immigration in the early 1800s and the present.

- ‘Lessons from the Past for the Present’: Students will investigate the collapse of the Federalist and Whig parties and then construct a rubric to evaluate the continued viability of the current Democratic and Republican parties.

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text: The American Yawp, Stanford University Press

Chapters 7-12

Suggested Resources:

- **Websites**
 - <http://ap.gilderlehrman.org/period/4>
- **Multimedia**
 - [More Perfect Podcast: “Kittens Kick The Giggly Blue Robot All Summer”](#) on the developing power of the Supreme Court
- **Primary Sources**
 - [Louisiana Purchase Treaty](#) (1803)
 - [Marbury v. Madison](#) (1803)
 - [Treaty of Ghent](#) (1814)
 - [McCulloch v. Maryland](#) (1819)
 - [Missouri Compromise](#) (1820)
 - [Monroe Doctrine](#) (1823)
 - [President Andrew Jackson’s Message to Congress ‘On Indian Removal’](#) (1830)
 - [Cherokee Nation v. Georgia](#) (1831)
 - [Treaty of Guadalupe Hidalgo](#) (1848)
- **Secondary Sources**
 - *Give Me Liberty!* by Eric Foner, Norton
 - Chapter 9 “The Market Revolution, 1800-1840”
 - Chapter 10 “Democracy in America, 1815-1840”
 - Chapter 11 “The Peculiar Institution”
 - Chapter 12 “An Age of Reform, 1820-1840”

Unit 5: Period 5: 1844-1877	
Content Area: Social Studies	
Course & Grade Level: U.S. History AP	
Summary and Rationale	
<p>As America’s population continued to grow, particularly with the influx of immigrants from Ireland and Germany, the desire to expand westward also grew. The doctrine of Manifest Destiny fueled this expansion placing the United States in increasing contact with indigenous nations, Mexico, and Asia. The contact resulted in numerous skirmishes with Indigenous nations and the start of the Mexican-American War, after which the United States claimed land from the Atlantic to Pacific Oceans.</p> <p>With expansion into new territories came debates over the future of slavery in the United States. Free-soilers in the North pushed to ban slavery in new states and territories while abolitionists pushed for the end of slavery in the United States. In response, pro-slavery factions sought to establish additional legal protections for the institution of slavery, resulting in legislation and court decisions that protected the continued practice of slavery. Violence between pro-slavery and abolition groups added to the growing regional tensions.</p> <p>In response to the election of Abraham Lincoln, a free-soil Republican, Southern states seceded from the United States to form the Confederate States of America. Citing a desire to protect the union, the United States battled to bring the Southern states back into the fold. While the Confederate forces demonstrated strong military prowess at the start of the Civil War, the Union’s strategies and resources provided them with the edge they needed to achieve victory.</p> <p>With the passage of the Emancipation Proclamation and subsequently the 13th Amendment, the Civil War became an opportunity for Radical Republicans to enact policies aimed supporting equality for Black Americans. Initially, these policies led to the right to vote, political representation, land, and education for Black Americans. However, forceful and persistent resistance to these policies in the South led to the overall failure of Reconstruction efforts and a legacy of segregation and racial violence.</p>	
Recommended Pacing	
12-15 days	
State Standards	
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsDP.4.a	Compare and contrast historians’ interpretations of the impact of the

	13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.
6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Instructional Focus

Unit Enduring Understandings

- The rapid expansion and transformation of the American territory and economy contributed to regional tensions, social reforms, political compromises, and an expansion of democratic practices.
- Political compromises failed to eliminate regional tensions, resulting in the outbreak of the Civil War.
- Efforts to expand African American rights during Reconstruction were contested and forcibly resisted, which limited the impact of the 13th, 14th and 15th amendments.

Unit Essential Questions

- How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?
- How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War?
- How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?
- Why did attempts at compromise before the war fail to prevent the conflict?
- How did the Civil War struggle shape Americans' beliefs about equality, democracy, and national destiny?
- How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?
- To what extent did the Civil War and Reconstruction transform American political and social relationships?

Objectives

Students will know:

- The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.
- Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.
- Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.
- U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia (AAPI).
- The United States added large territories in the West through victory in the Mexican-American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands (HCM) (ACM).
- U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures (HCM).
- The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories (ACM).
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850 (ACM).
- Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs. (AAPI)
- A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.
- The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to

slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor (ACM).

- African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals (ACM).
- Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution (ACM).
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas-Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict (ACM).
- The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North (ACM).
- Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War (ACM).
- Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.
- Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.
- Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy (ACM).
- Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals (ACM).
- Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship particularly regarding the rights of African Americans, women, and other minorities (ACM).
- The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights (ACM).
- The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.
- Efforts by radical and moderate republicans to change the balance of power between congress and the presidency and to reorder race relations in the presidency and to reorder race relations in the defeated South yielded some short-term successes.

- Southern plantation owners continued to own the majority of the region's land even after Reconstruction and the exploitative and soil-intensive sharecropping system limited Blacks' and poor whites' access to land in the South (ACM).
- Segregation, violence, Supreme Court decision, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis of court decisions upholding civil rights in the 20th century (ACM).

Students will be able to:

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

Evidence of Learning

Examples Include:

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- Looking for a Pattern: Students will examine data relevant to Reconstruction such as, state populations, registered votes, political representation and land ownership, and identify trends. Students will then develop a conclusion about the ways in which Reconstruction resulted in change and continuity for Black Americans.

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each

common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text: The American Yawp, Stanford University Press

Chapters 13-15

Suggested Resources:

- **Websites**
 - <http://ap.gilderlehrman.org/period/2>
- **Primary Sources**
 - Treaty of Gaudalupe-Hidalgo
 - Articles from the *Liberator* and the *North Star*
 - Fugitive Slave Law of 1850
 - South Carolina's Declaration of Secession
 - Emancipation Proclamation
 - Gettysburg Address
 - 13th, 14th and 15th Amendments
 - *Black Reconstruction* by W.E.B. DuBois
 - [Treaty of Fort Laramie \(1868\)](#)
- **Secondary Sources**
 - *The Slave's Cause: A History of Abolition* by Manisha Sinha
 - *A Short History of Reconstruction* by Eric Foner
 - Glory
 - Lincoln
 - [Facing History Reconstruction Video Series](#)

Unit 6: Period 6: 1865 – 1898	
Content Area: Social Studies	
Course & Grade Level: U.S. History AP	
Summary and Rationale	
<p>Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.</p> <p>The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. International and internal migration increased urban populations and fostered the growth of a new urban culture. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.</p> <p>The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.</p>	
Recommended Pacing	
12-15 days	
State Standards	
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsDP.4.a	Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period
6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
6.1.12.HistoryCA.4.c	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.GeoPP.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.HistoryNM.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
6.1.12.HistoryNM.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Many of the accomplishments of Reconstruction, such as representation of people of color in governing bodies, were undone as the federal government returned power to the states. The Second Industrial Revolution expanded opportunities for workers and decreased the cost of consumer goods while also increasing the wealth gap between the rich and poor. While economic opportunities increased for white men during this period, women and people of color were excluded from many of the benefits of the Second Industrial Revolution. Populism grew from changes to systems of labor after the Civil War, including sharecropping, and led to a rise in organized labor as well as an increase in the power of the federal government. New technology and improvements, such as railroads, connected the West to eastern cities, allowing increased movement and trade across the country. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How did life change for Blacks in America after Reconstruction ended? What were the positive and negative impacts of the Second Industrial Revolution on Americans and how did experiences vary based on gender, race, and class? What were the origins and significance of Populism? How did the Progressive Era foster the rise of the nation-state? How did improvements in technology change the American West? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations. Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America. The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching. 	

- As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict (HCM).
- The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty (HCM).
- Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices (HCM).
- Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a “New South”—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.
- The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality (ACM).
- Businesses made use of technological innovations and greater access to natural resources to increase the production of goods.
- Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, pro-growth government policies—generated rapid economic development and business consolidation.
- Businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.
- Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.
- Businesses increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America. (AAPI)
- As the price of many goods decreased, workers’ real wages increased, providing new access to a variety of goods and services; many Americans’ standards of living improved, while the gap between rich and poor grew.
- Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.
- The industrial workforce expanded and child labor increased.
- The industrial workforce expanded and became more diverse through internal and international migration.
- As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions (ACM) (AAPI).
- Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.

- Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.
- Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.
- Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.
- Corporations' need for managers and for male and female clerical workers, as well as increased access to educational institutions fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.
- Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.
- A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.
- Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.
- Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.
- Foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America. (AAPI)
- Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.
- The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.
- In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

Students will be able to:

- Explain the historical context for the rise of industrial capitalism in the United States.
- Explain the causes and effects of the settlement of the West from 1877 to 1898.
- Explain how various factors contributed to continuity and change in the "New South" from 1877 to 1898.
- Explain the effects of technological advances in the development of the United States over time.
- Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
- Explain how cultural and economic factors affected migration patterns over time.
- Explain the various responses to immigration in the period over time.
- Explain the causes of increased economic opportunity and its effects on society.

- Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.
- Explain continuities and changes in the role of the government in the U.S. economy.
- Explain the similarities and differences between the political parties during the Gilded Age.
- Explain the extent to which industrialization brought change from 1865 to 1898.

Evidence of Learning

Examples Include:

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- Gilded Age Play/Variety Show: Students will work in groups to create a play/variety show based on the content of the Gilded Age.

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text: The American Yawp, Stanford University Press

Chapters 16-18

Suggested Resources:

- **Websites**
 - <http://ap.gilderlehrman.org/period/6>
- **Multimedia**
 - [Ida B. Wells-Barnett](#)
- **Primary Sources**
 - *Sunshine and Shadow in New York* by Matthew Smith (1868)
 - Speech in Washington, DC by Chief Joseph of the Nez Perce Indians (1879)
 - *A Second Declaration of Independence* by Ira Steward (1879)
 - *Interview with Sitting Bull in Reading the American West* by Mitchell Roth (1881)
 - "We Desire to Live Comfortably: Washerwomen of the South" in *Engendering America: A Documentary History 1865 to Present* by Sonya Michel and Robin Muncy (1881)
 - *How the Other Half Lives* by Jacob Riis (1890)
 - *The Significance of the Frontier in American History* by Frederick Jackson Turner (1893)
 - *The Electricity Building at the Chicago World's Fair of 1893* by Childe Hassam (1893)
- **Secondary Sources**

- *The Devil in the White City* by Erik Larson
- *Give Me Liberty!* by Eric Foner, Norton
 - Chapter 16 “America’s Gilded Age, 1870-1890”

Unit 7: Period 7: 1890 – 1945	
Content Area: Social Studies	
Course & Grade Level: U.S. History AP	
Summary and Rationale	
<p>Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.</p> <p>Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.</p> <p>Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public controversy over America's role in the world. World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.</p>	
Recommended Pacing	
15-18 days	
State Standards	
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
6.1.12.HistoryCC.6.c	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.HistoryCC.6.d	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to

	restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.EconNM.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.History CC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer
6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period [(i.e., the FDIC, NLRB, and Social Security)] in protecting the welfare of individuals
6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.1.12.EconoNM.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.EconoNM.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
6.1.12.HistoryCA.10.b:	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
6.1.12.HistoryCA.10.c:	Analyze how other nations responded to the Great Depression
6.1.12.HistoryCA.11.b	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.HistoryCC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.
6.1.12.HistoryCC.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.EconET.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> The United States, building on the precedent of the Monroe Doctrine and responding to the perceived end of its frontier identity, expanded its imperialist ambitions by supporting independence movements in the Americas and thus removing European influence. 	

- Commercial and economic interests in trade with Europe led the United States to adopt a stance of isolationism during the beginning of World War I and World War II.
- Recent imperial acquisitions combined with hesitance to enter European conflicts allowed the United States to enter and engage in the World Wars strategically, minimizing casualties and economic losses, which allowed the U.S. to emerge from both conflicts in a position of power.
- The need for large-scale national mobilization during the First and Second World Wars forced the federal government to adopt more inclusive policies towards race and gender, which bolstered grassroots movements for equality.
- Changes in business and industry in the first decades of the twentieth century rapidly transformed the American economy, leading to the Great Depression.
- Roosevelt sought to alleviate the effects of the Great Depression through the New Deal, but was limited in scope and power by the Constitution.
- Americans viewed World War II as a fight for the survival of freedom and democracy against fascist and militarist ideologies, despite contemporaneous systems and instances of discrimination at home.

Unit Essential Questions

- How did the United State emerge as an imperial power in the 1890s?
- Why did the United States abandon its policy of isolationism in the twentieth century?
- How did the World Wars affect gender and race relations in the United States?
- What caused the Great Depression?
- Was the New Deal effective?

Objectives

Students will know:

- Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe.
- Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the United States should not extend its territory overseas.
- The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines. (AAPI)
- Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.
- The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.

- On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and women's suffrage.
- Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.
- After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles.
- Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance of the conflict in favor of the Allies.
- Despite Wilson's deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.
- Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.
- Immigration from Europe reached its peak in the years before World War I. During World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration. (AAPI)
- The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.
- In the Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination (ACM).
- New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.
- New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.
- By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.
- After World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.
- Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.
- In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.
- The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.
- Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.

- During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.
- Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy
- Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.
- Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working class communities identified with the Democratic Party (ACM).
- The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.
- In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.
- In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.
- The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.
- Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans (ACM) (HCM) (AAPI).
- Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.
- Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.
- Military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. (ACM)
- The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.

- The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth (AAPI).

Students will be able to:

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

Evidence of Learning

Examples Include:

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- Socratic circle evaluating the impact of the World Wars on race and gender in America.

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text: The American Yawp, Stanford University Press

Chapters 19-24

Suggested Resources:

- **Websites**
 - <http://ap.gilderlehrman.org/period/7>
- **Multimedia**
 - [The Port Chicago Disaster](#)
 - [Red Summer, 1919](#)
 - [Nisei in World War II: The MIS, 100th and 442nd](#)
- **Primary Sources**
 - "Father was Killed by a Pinkerton Man" (1892)
 - People's Party Paper Cartoon, February 25 (1892)
 - *The Significance of the Frontier in American History* by Frederick Jackson Turner (1893)
 - *In re Debs* (1895)
 - *Plessy v. Ferguson* (1896)
 - *Cross of Gold Speech* by William Jennings Bryan (1896)
 - *United States v. Wong Kim Ark* (1898)
 - *Aguinaldo's Case Against the United States* (1899)
 - *The Jungle* by Upton Sinclair (1906)
 - *Muller v. Oregon* (1908)
 - *What Every Girl Should Know* by Margaret Sanger (1916)
 - *If We Must Die* by Claude McKay (1919)
 - *A Living Wage* by Father John A. Ryan (1920)
 - *Buck v. Bell* (1927)
 - *The Negro Has Always Wanted the Four Freedoms* by Charles H. Wesley (1944)
 - *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston (1973)
- **Secondary Sources**
 - *Give Me Liberty!* by Eric Foner, Norton
 - Chapter 17 "Freedom's Boundaries, at Home and Abroad, 1890-1900"
 - Chapter 18 "The Progressive Era, 1900-1916"
 - Chapter 19 "Safe for Democracy: The United States and World War I, 1916-1920"
 - Chapter 20 "From Business Culture to Great Depression: The Twenties, 1920-1932"
 - Chapter 21 "The New Deal, 1932-1940"
 - Chapter 22 "Fighting for the Four Freedoms: World War II, 1941-1945"
 - *In the Garden of Beasts* by Erik Larson

Unit 8: Period 8: 1945 – 1980
Content Area: Social Studies
Course & Grade Level: U.S. History AP
Summary and Rationale
<p>The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system. Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.</p> <p>New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.</p> <p>Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.</p>
Recommended Pacing
15-18 days
State Standards
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people
6.1.12.EconNE.12.a	Assess the impact of agricultural innovation on the world economy.
6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East. (AAPI)
6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.

6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures [(e.g., the Montgomery Bus Boycott, sit downs)] as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.EconNE.13.a	Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
6.1.12.EconNE.13.b	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy
6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
6.1.12.HistoryCC.13.d	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

Instructional Focus

Unit Enduring Understandings

- Soon after WWII, the United States engaged the Soviet Union in the Cold War, which lasted from 1947 to 1991 and involved proxy wars and conflicts between the two nations throughout Asia and Latin America.
- The United States saw an enormous expansion of its economy and a baby boom in the post-WWII era, but experienced substantial economic woes in the 1970s.
- The post-WWII era would see significant shifts in the political bases and ideologies of the Republican and Democratic parties, especially as cultural issues took on greater significance at the national level (e.g. civil rights, abortion, etc.).

- The United States' involvement in and influence over the global economy expanded greatly after WWII.
- After decades of protest and limited victories, the Civil Rights Movement would see the passage of the Civil Rights Act of 1964. Feminist, LGBTQ+, Latinx, Asian, and Native American activists pushed for expansions of their rights.
- Americans' belief in the ability of the federal government to address social and economic issues would shift from trust to a lack of confidence across this period.
- In response to the "counter culture," religious conservatives became increasingly politically active, contributing significantly to the victory of Ronald Reagan and conservatism in the Election of 1980.

Unit Essential Questions

- What caused and sustained the United States' conflict with the Soviet Union in the Cold War?
- How does a nation's foreign policy shape its domestic politics and culture?
- What factors contribute to the successful expansion and protection of civil rights?
- What is the relationship between economic security, political power, and domestic cultural conflict?
- How have liberalism and conservatism changed across time in American history?

Objectives

Students will know:

- United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.
- As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.
- Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea.
- The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).
- Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.
- A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.
- As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.
- Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

- Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow (ACM).
- The three branches of the federal government used measures including desegregation of the armed services and *Brown v. Board of Education* (1954) to promote greater racial equality (ACM).
- Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy.
- Americans debated the merits of a large nuclear arsenal and the military-industrial complex.
- Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained non-aligned.
- Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Vietnam.
- Postwar decolonization and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained non-aligned. (AAPI)
- Americans debated the appropriate power of the executive branch in conducting foreign and military policy
- Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.
- Liberalism, based on anti-communism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.
- Liberal ideas found expression in Lyndon Johnson's Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues (ACM).
- Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965 (AAPI).
- During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics (ACM).
- Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965 (ACM).
- The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality (ACM).
- A series of Supreme Court decisions expanded civil rights and individual liberties (ACM).
- Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices (HCM)(AAPI).

- Feminist, gay, and lesbian activists mobilized behind claims for legal, economic, and social equality (ICM).
- Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms.
- Although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence.
- Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad (ACM).
- Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.
- Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.
- Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.
- In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.
- Public confidence and trust in the government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.
- The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights (ACM) (HCM) (ICM).
- The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

Students will be able to:

- Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.
- Explain the context for societal change from 1945 to 1980.
- Explain the continuities and changes in Cold War policies from 1945 to 1980.
- Explain the causes and effects of the Red Scare after World War II.
- Explain the causes of economic growth in the years after World War II.
- Explain the causes and effects of the migration of various groups of Americans after 1945.
- Explain how mass culture has been maintained or challenged over time.
- Explain how and why the civil rights movements developed and expanded from 1945 to 1960 (ACM).

- Explain the various military and diplomatic responses to international developments over time.
- Explain the causes and effects of the Vietnam War.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the continuities and changes in immigration patterns over time.
- Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980 (ACM) (ICM) (HCM).
- Explain the various ways in which the federal government responded to the calls for the expansion of civil rights (ACM).
- Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.
- Explain how and why policies related to the environment developed and changed from 1968 to 1980.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the effects of the growth of religious movements over the course of the 20th century.
- Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

Evidence of Learning

Examples Include:

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- 'Media Election Coverage- A Historical Approach': Students will compare and contrast news coverage of the Election of 1952, 1968, and 2016, noting the evolution of conservative and liberal political ideologies and the evolution of news coverage.
- Socratic Circle: Students will research and discuss the motivations, methods, failures, successes, and continued efforts of various social and cultural protest movements to achieve their goals.

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text: The American Yawp, Stanford University Press

Chapters 25-28

Suggested Resources:

- **Websites**
 - <http://ap.gilderlehrman.org/period/8>
- **Multimedia**
 - [Mary Winston Jackson, NASA Engineer](#)
 - [Slow Burn Season 1: Watergate](#)
 - [Making Gay History](#)
- **Primary Sources**
 - *To Secure These Rights: The Report of the President's Committee on Civil Rights* (1947)
 - *The Red Menace* (1949)
 - *I Married A Communist* (1950)
 - *Dennis v. United States*
 - *The Crucible* by Arthur Miller (1953)
- **Secondary Sources**
 - History Lessons; Dana Lindaman and Kyle Ward - Chapter 42 'The Hostage Crisis in Iran: Iran'
 - History in the Making; Kyle Ward
 - Chapter 50 'Nixon in China'
 - Chapter 51 'The Modern Feminist Movement'
 - Chapter 52 'The Camp David Accords'
 - *The Things They Carried* by Tim O'Brien

Unit 9: Period 9: 1980 – Present
Content Area: Social Studies
Course & Grade Level: U.S. History AP
Summary and Rationale
<p>A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.</p> <p>Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.</p> <p>The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.</p>
Recommended Pacing
6-8 days
State Standards
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to</p>

make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.CivicsCM.14.a	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.
6.1.12.CivicsCM.14.b	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.GeoPP.14.b	Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
6.1.12.GeoNE.14.a	Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the

	government's attempts to alleviate the hardships brought on by the Great Recession.
6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society
6.1.12.EconEM.14.a	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistorySE.14.c	Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy
6.1.12.HistoryCC.14.b	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
6.1.12.HistoryCC.14.c	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
6.1.12.HistoryCC.14.d	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
6.1.12.HistoryCC.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.CivicsPR.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

6.1.12.EconNE.15.a	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
6.1.12.HistoryCC.15.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., [the International] Universal Declaration of Human Rights, [and the] United Nations Sustainability Goals) and other international organizations.
6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.GeoHE16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce
6.1.12.EconNE.16.a	Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture

6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
6.1.12.HistoryCC.16.b:	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The end of the Cold War saw the United States shift from a bipolar to a unipolar global power in an increasingly globalized world. • The September 11th attacks precipitated radical changes in American domestic and foreign policy, including the Patriot Act (2001), the War in Afghanistan (2001-2021), and the Iraq War (2003-2011). • After 1980, political extremes within the Republican and Democratic parties became increasingly popular, powerful, and polarized. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How did America's role in the world change following the end of the Cold War? • What factors have shaped the central conflicts between political liberals and conservatives since 1980? • In what ways were the September 11th attacks a turning point in American history? • How have the United States' overseas wars affected global and domestic economies, politics, and cultures? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries. • Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters. • Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system. • Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980. • Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures (AAPI) (ACM) (ICM) (HCM). • Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons. • Increased U.S. military spending, Reagan's diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War. 	

- The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.
- Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.
- Technological innovations in computing, digital mobile technology, and the internet transformed daily life, increased access to information, and led to new social behaviors and networks.
- Employment increased in service sectors and decreased in manufacturing, and union membership declined.
- Real wages stagnated for the working and middle class amid growing economic inequality.
- After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.
- International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force (AAPI).
- In the wake of attacks on the World Trade Center and the Pentagon in 2001, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.
- The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights (HCM).
- Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.
- Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.

Students will be able to:

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

Evidence of Learning

Examples Include:

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.

- Continuity & Change: Students will work in groups to discuss the 9/11 attacks as a turning point in American history and identify continuities and changes on either side of that turning point.
- Socratic Circle: Students will draw upon the history that they have studied over the past nine units and discuss the relationship between historical memory, national identity, and present political action.

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text: [The American Yawp](#), Stanford University Press

Chapters 29-30

Suggested Resources:

- **Websites**
 - <http://ap.gilderlehrman.org/period/9>
- **Multimedia**
 - [President-Elect Barack Obama's 2008 Election Victory Speech](#)
 - [Making Gay History](#)
- **Primary Sources**
 - [2000 Official Presidential General Election Results](#) (2000)
 - [Authorization for the Use of Military Force, 2001](#) (2001)
 - [USA PATRIOT Act of 2001](#) (2001)
 - [Political Polarization in the American Public](#), Pew Research Center (2014)
 - Historic Election Maps and interpretation
 - <https://www.270towin.com/historical-presidential-elections/timeline/>
 - <https://www.wired.com/story/is-us-leaning-red-or-blue-election-maps/>
 - <https://dsl.richmond.edu/voting/elections.html>
- **Secondary Sources**
 - *We Were Eight Years in Power* by Ta-Nehisi Coates
 - 'Responding to Terrorism: Challenges for Democracy' - The Choices Program from the Watson Institute For International Studies at Brown University
 - 'US Policy in the Middle East' - The Choices Program from the Watson Institute For International Studies at Brown University
 - History Lessons; Dana Lindaman and Kyle Ward - Chapter 41 'The End of the Cold War: France, Russia, Canada'
 - [What Trump Can Teach Us About Con Law](#) by Dr. Elizabeth Joh and Roman Mars