Course Title: Advanced Placement United States History II

Subject: U.S. History

Grade Level: 11

Duration: Full Year

Prerequisite: Grade of “A” or higher in U.S. History I Honors; teacher recommendation. A summer assignment is required, which includes reading and written analysis.

Elective or Required: Required

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
This course continues the sequence initiated with U.S. History I Honors as students proceed topically with Industrialization, the Progressive Movement, American Foreign Policy, Rise of Cities, Immigration, World War I, The New Deal, World War II, The Cold War, and Post-war America. The political, economic, and cultural development of the United States in the twentieth century will be studied both chronologically and topically. The program emphasis will be on the development of higher order critical thinking skills, and the incorporation of primary source material in related research in the preparation of document based essays. This course will adhere to national Advanced Placement guidelines.
Advanced Placement United States History II

Topic/Unit 1: The Gilded Age
Chapter 17 Industrial Supremacy
Chapter 18 The Age of the City
Chapter 19 From Crisis to Empire

Approximate # Of Weeks: 6 weeks

Essential Questions:
● What factors led to American dominance during the Industrial Age?
● Why was this explosion of industrial capitalism both extolled for its accomplishments and attacked for its excesses?
● How did American workers react to the physical and psychological realities of the new economic order?
● What were some of the changes in the nation’s economy, social conditions, and international status during the decades of industrial growth in the years after the Civil War?
● How did social and economic issues attract foreign and domestic migrants to American cities and how did these newcomers adjust to urban life?
● What were some of the problems that resulted from rapid urbanization, and how did urban governments respond to these problems?
● How did the urban environment serve as a focus for new philosophical ideas, expanded leisure opportunities, fresh approaches to education, rapid expansion in journalism, and a new consumerism?
● What were the major social and economic problems that beset the United States in the late nineteenth century, and how did the two major political parties respond to these problems?
● How did troubled agrarian sector mount a powerful but unsuccessful challenge to the new directions of American industrial capitalism and how did this confrontation come to a head during the crisis of the 1890s?
● How did the United States become an imperial power?

Upon completion of this unit students will be able to:
● Relate industrial growth to the need for social and governmental reforms. (6.1.12.A.5.a)
● Assess the impact of government efforts to regulate industrial and financial systems in order to provide economic stability. (6.1.12.A.5.b)
● Analyze the effectiveness of government policies and actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. (6.1.12.A.5.c)
• 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.B.5.a)

• Assess the impact of rapid urbanization on the environment and on the quality of life in the cities. (6.1.12.B.5.b)

• Analyze the economic practices of various business organizations (i.e. corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals. (6.1.12.C.5.a)

• Compare and contrast economic development of the North, South, and West in the post-Civil War period (6.1.12.C.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.C.5.c)

• Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. (6.1.12.D.5.a)

• Evaluate how events led to the creation of labor and agricultural organizations that protect rights of workers. (6.1.12.D.5.b)

• Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. (6.1.12.D.5.c)

• Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation. (6.1.12.D.5.d)

Common Core Standards:
• CCSS.ELA - Literacy.RH.11-12.1-10
• CCSS.ELA - Literacy.WHST.11-12.1-10

Interdisciplinary Standards (njcccs.org)
• Standard 9.1 - 21st Century Life & Career Skills
• Standard 9.3 - Career, Awareness, Exploration and Preparation
• Standard 8.1 - Computer and Information Literacy
• Standard 8.2 - Technology Education
• Standard 6.3 - Active Citizenship in the 21st Century

Activities – include 21st Century Technologies/Research:
• Students will read a Horatio Alger story and then in groups of 4 write a similar story set in modern times. The stories should be a romanticized version of “rags to riches” using “pluck and luck.” Students will share their stories with the class.
• Students will compare and contrast photography of urban and rural life at the turn of the century to today. Students should research the work of Jacob Riis through the Library of Congress exhibition (https://www.loc.gov/exhibits/jacob-riis/)
• NYT lesson plan - Students will analyze Thomas Nast cartoons and compare them with contemporary political cartoons. Students will construct their own
cartoons and share them with the class.  

- Students will read and analyze George Washington Plunkitt’s speech on “Honest Graft”. Students will then debate the issue from Taking Sides: “Was City Government in the Late Nineteenth Century America a ‘Conspicuous Failure’?”
- Students will participate in a virtual visit to the NYC Tenement Museum to explore the experience of immigrants at the turn of the century (http://www.tenement.org/education_lessonplans.html)
- Students will view a PowerPoint presentation on the Ashcan School of Art and identify characteristics of the movement.
- Students will work on how to create a strong thesis paragraph for their essay writing.
- Students will listen to the podcast Constitutional: Nationality and summarize the case of United States vs. Wong Kim Ark. How did this case define what citizenship means in the United States? (https://www.washingtonpost.com/podcasts/constitutional/?noredirect=on&utm_term=.3bc4ae024263)

Enrichment Activities:
- Debate: “The great tycoons were benefactors of society.”
- Students will read Vachel Lindsey’s poem on the election of 1896 titled Bryan, Bryan, Bryan, Bryan. Students will write a parody using a modern day personality as the subject.
- Students will evaluate the giants of business and debate whether they should be labeled “Captains of Industry” or “Robber Barons” (i.e., Andrew Carnegie, J.P. Morgan)
- Students will evaluate the importance and legacy of Frederick Jackson Turner.

Methods of Assessments/Evaluation:
- Chapter/Unit testing
- Essay: Free Response and DBQ
- Homework: Reading and notes
- Debates and class discussions
- Projects
- Independent work
- Verbal assessment
- Summer assignment

Resources/Including Online Resources
- Student edition of textbook and supplemental primary source readings
- Online Textbook Information
- Teacher Webpage
- Art, music, cartoons, maps, photography, video clips
- Video: Ellis Island documentary
World’s Fair/Columbian Exposition site -
http://xroads.virginia.edu/~ma96/wce/title.html
LOC Jacob Riis Exhibition - https://www.loc.gov/exhibits/jacob-riis/
Thomas Nast Lesson Plan (NYT) -
https://learning.blogs.nytimes.com/2015/09/17/drawing-for-change-analyzing-and-
-making-political-cartoons/
NYC Tenement Museum virtual tour -
http://www.tenement.org/education_lessonplans.html
Podcast: Constitutional
https://www.washingtonpost.com/podcasts/constitutional/?noredirect=on&utm_term=.3bc4ae024263

**Topic/Unit 2: Modern America Emerges, 1900-1920**

Chapter 20 The Progressives
Chapter 21 America and the Great War

**Approximate # Of Weeks: 4 weeks**

**Essential Questions:**
- How did Theodore Roosevelt’s leadership help fashion a new expanded role for
  the national government?
- How did Woodrow Wilson’s progressivism differ from that of Theodore
  Roosevelt? In what ways was it similar to Roosevelt’s?
- How did progressives share an optimistic vision that an active government could
  solve problems and create an efficient, ordered society?
- What changes to politics and government did progressive reformers advocate at
  the local, state, and federal levels? How did government change as a result of
  their reform efforts?
- What role did women and women’s organizations play in the reforms of the
  progressive era? How did progressive-era reform affect women?
- What factors led the United States to assume a much more assertive and
  interventionist foreign policy, especially toward the Caribbean region?
- What were the most important events that led up to the United States declaring
  war on Germany?
- How did U.S. participation in the Great War affect the nation’s economy and
  society, both during the war and after the conflict ended?
- How did the Wilson administration finance the war, manage the economy, and
  encourage public support of the war effort?
- Why did the Great War fail to become the “war to end all wars”?

**Upon completion of this unit students will be able to:**
- Evaluate the effectiveness of Progressive reforms in preventing unfair business
  practices and political corruption and in promoting social justice. (6.1.12.A.6.a)
● Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality. (6.1.12.A.6.b)
● Relate the creation of African American advocacy organizations (i.e., NAACP) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. (6.1.12.A.6.c)
● Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade. (6.1.12.B.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.B.6.b)
● Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups. (6.1.12.C.6.a)
● Determine how supply and demand influenced price and output during the Industrial Revolution. (6.1.12.C.6.b)
● Analyze the impact of money, investment, credit, savings, debt, financial institutions on the development of the nation and the lives of individuals. (6.1.12.C.6.c)
● Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States. (6.1.12.D.6.a)
● 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.D.6.b)
● Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. (6.1.12.D.6.c)
● Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war. (6.1.12.A.7.a)
● Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights. (6.1.12.A.7.b)
● Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. (6.1.12.A.7.c)
● Explain how global competition by nations for land and resources led to increased militarism. (6.1.12.B.7.a)
● Determine how technological advancements affected the nature of World War I on land, on water, and in the air. (6.1.12.C.7.a)
● Assess the immediate and long-term impact of women and African Americans
entering the workforce in large numbers during World War I. (6.1.12.C.7.b)
• Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I. (6.1.12.D.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. (6.1.12.D.7.b)
• Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. (6.1.12.D.7.c)

Common Core Standards:
• CCSS.ELA - Literacy.RH.11-12.1-10
• CCSS.ELA - Literacy.WHST.11-12.1-10

Interdisciplinary Standards (njcccs.org)
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• Standard 9.3 - Career, Awareness, Exploration and Preparation
• Standard 8.1 - Computer and Information Literacy
• Standard 8.2 - Technology Education
• Standard 6.3 - Active Citizenship in the 21st Century

Activities – include 21st Century Technologies/Research:
• Students will examine and analyze television and magazine ads’ portrayal of women today. Students will compare and contrast these to ads from the early 1900s.
• Students will read excerpts from the novel: The Jungle by Upton Sinclair. They will discuss its impact at the turn of the century and submit a journal entry of their reactions.
  o Students will research works in the last 50 years that rival the goals and impact of The Jungle in the contemporary America (i.e., Ralph Nader’s Unsafe at Any Speed)
• Students will research and assess the relative influence of the following in the American decision to declare war on Germany in 1917: German naval policy, American economic interests, Wilson’s idealism, Allied propaganda, and America’s claim to world power. This will be done in groups of 4. Each group will have a spokesman who will present the ranking of these influences in importance in America’s decision to declare war. Students will be asked to defend their choices in a short argument paper.
• Students will research the important muckrakers of the era and their findings.
• Students will view Iron Jawed Angels and discuss the film’s depiction of suffragists Alice Paul, Carrie Chapman Catt and Lucy Stone.

Enrichment Activities:
● Students will hold a round table debate/discussion on the following: “In light of African American history, Booker T. Washington's advice to African Americans was better than W.E.B. DuBois’”

● Students will read the novel, All Quiet on the Western Front and apply the subject matter to the development and images of disillusionment reflecting the 1920s attitude toward World War I. This activity will continue in the next unit.

● Debate: “Government intolerance and curtailment of civil liberties is justified in wartime.”

● Students will hold a dinner for 15 famous people from the Progressive and World War I eras. They will decide the invitation list and seating arrangement. They will explain why they chose the people and seating arrangement.

Methods of Assessments/Evaluation:
● Chapter/Unit testing
● Essay: Free Response and DBQ
● Homework: Reading and notes
● Debates and class discussions
● Projects
● Independent work
● Verbal assessment

Resources/Including Online Resources
● Online Textbook Information
● Teacher Webpage
● Video clips: All Quiet on the Western Front.
● Video clip: TR- American Experience documentary
● Primary Sources from Triangle Shirtwaist Fire
  http://trianglefire.ilr.cornell.edu/primary/photosillustrations/index.html
● Film: Iron Jawed Angels

Topic/Unit 3: The 1920s and the Great Depression/New Deal
  Chapter 22 The New Era
  Chapter 23 The Great Depression
  Chapter 24 The New Deal

Approximate # Of Weeks: 6 weeks

Essential Questions:
● How did the technological innovations of the early twentieth century affect industry and American social life of the 1920s?
● How did the “new woman” emerge?
● How did the changing society lead to broad cultural conflict over ethnic and religious concerns?
● Is the term “New Era” a fitting description of the 1920s?
● How did Warren G. Harding and Calvin Coolidge, despite their dissimilar personalities, preside over ardently pro-business administrations?
● What were some of the causes of the Great Depression? What made it so severe, and why did it last so long?
● What was the impact of the Depression on farmers, minorities, and women?
● How did President Hoover and his administration try to deal with the Depression? What was a result of those efforts?
● What emergency measures did FDR take in his first hundred days as president?
● What were major criticisms of FDR’s New Deal, and how did their criticisms influence FDR’s “Second New Deal”?
● How did the New Deal give rise to a new role for the national government as a “broker state” among various organized interests?

Upon completion of this unit students will be able to:
● Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer. (6.1.12.A.8.a)
● Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. (6.1.12.A.8.b)
● Relate social intolerance xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. (6.1.12.A.8.c)
● 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.B.8.a)
● Analyze the push-pull factors that led to the Great Migration. (6.1.12.C.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.C.8.b)
● Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. (6.1.12.D.8.a)
● Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. (6.1.12.D.8.b)
● Analyze how the actions and policies of the United States government contributed to the Great Depression. (6.1.12.A.9.a)
● Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. (6.1.12.B.9.a)
● Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health. (6.1.12.C.9.a)
● Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy. (6.1.12.C.9.b)
• Explain the interdependence of various parts of a market economy. (6.1.12.C.9.c)
• Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability. (6.1.12.C.9.d)
• Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. (6.1.12.D.9.a)
• Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. (6.1.12.D.9.b)
• Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal. (6.1.12.A.10.a)
• Assess the effectiveness of government policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals. (6.1.12.A.10.b)
• Evaluate the short-and long-term impact of the expanded role of government on economic policy, capitalism, and society. (6.1.12.A.10.c)
• Assess the effectiveness of New Deal programs designed to protect the environment. (6.1.12.B.10.a)
• Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. (6.1.12.C.10.a)
• 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.A.10.a)
• Analyze how other nations responded to the Great Depression. (6.1.12.D.10.a)
• Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and present presidents. (6.1.12.D.10.b)
• Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal. (6.1.12.D.10.c)
• Determine the extent to which New Deal public works and art programs impacted New Jersey and the nation. (6.1.12.D.10.d)

Common Core Standards:
• CCSS.ELA - Literacy.RH.11-12.1-10
• CCSS.ELA - Literacy.WHST.11-12.1-10

Interdisciplinary Standards (njcchs.org)
• Standard 9.1 - 21st Century Life & Career Skills
• Standard 9.3 - Career, Awareness, Exploration and Preparation
• Standard 8.1 - Computer and Information Literacy
• Standard 8.2 - Technology Education
• Standard 6.3 - Active Citizenship in the 21st Century

Activities – include 21st Century Technologies/Research:
• Using their readings, students will evaluate the “new economy” and new trends in business organization, including its impact on labor unions, farmers, and
immigrants. Students will write an essay evaluating the changes brought about by the “new economy.”

- Students will analyze *The Great Gatsby* and its depiction of the 1920s.
- Students will listen to the podcast *American History Tellers: Prohibition - Speakeasy* and identify some of the ways that Americans sought to violate the prohibition law and evaluate law enforcement’s response.
- Students will view clips from *Inherit the Wind* and identify the cultural tensions of the 1920s.
- The class will split up into five groups—each representing one of Allan Brinkley’s causes of the Great Depression. Each group, after working together, will summarize their assigned cause or problem. After all groups report their findings, the class will rank the causes based on the strength of arguments used.
- Students will hold a dinner for 15 famous people from the Depression and New Deal era. They will decide the invitation list and seating arrangement. They will explain why they chose the people and seating arrangement.
- Students will view video clips from Ken Burns’ *Jazz* documentary and compare artists and movements of the time.

**Enrichment Activities:**

- Students will explore the clash of cultures experienced in the 1920s. They will evaluate the clashes on Prohibition, changes in women’s role in society, the Red Scare, and religious fundamentalism. (Use of Taking Sides) Students will role play members of each group and exchange viewpoints while in character.
- Students will explore the social and historical reference of the Joad family from *The Grapes of Wrath* by John Steinbeck. This use of music, film clips, and art will become part of the study of the novel’s historic legacy. A closing writing activity will accompany this lesson.
- Students will research and present photography from Dorothea Lange and other famous artists during the Great Depression.
- Students will collect and present artwork from the various WPA projects—i.e. post office murals
- Debate: “It is the government’s responsibility to intervene during economic downturns.” Students need to hold the ideas from the era being studied.

**Methods of Assessments/Evaluation:**

- Chapter/Unit testing
- Essay: Free Response and DBQ
- Homework: Reading and notes
- Debates and class discussions
- Projects
- Independent work
- Verbal assessment

**Resources/Including Online Resources**

- Online Textbook Information
• Teacher Webpage
• Art, music, cartoons, maps, photography, and a variety of video clips
• Video clips from Inherit the Wind, Ken Burns: Jazz
• Studs Terkel: Hard Times website (http://studsterkel.matrix.msu.edu/htimes.php)
• AP lesson plan on 1920s consumer culture (https://apcentral.collegeboard.org/series/lesson-plans-for-ap-united-states-history/lesson-3-consumer-culture-and-1920s)

**Topic/Unit 4: World War II and Aftermath**

  Chapter 25 The Global Crisis
  Chapter 26 America in a World at War
  Chapter 27 The Cold War
  Chapter 28 The Affluent Society

**Approximate # Of Weeks:** 7 weeks

**Essential Questions:**

- What were some of the views that Americans expressed as the world crises of the 1930s expanded?
- How did economic crisis of the worldwide Great Depression help create new political orders in many nations?
- What was the sequence of events between 1939-1941 that brought the United States into military involvement in World War II?
- What was the impact of the war on the U.S. economy?
- How was the military experience of the United States in World War II different for Europe and the Pacific?
- How did the three major western offensives combine with ongoing Russian effort to defeat Germany?
- How did the war affect life on the home front, especially for women, organized labor, and minorities?
- What factors led to the decision to use the atomic bomb to end World War II? What has been the major debate about the use of the atomic bomb?
- What made the growing tension between the United States and the Soviet Union evolve into the Cold War?
- What was the theory of containment, and how did it drive U.S. foreign policy and foreign interventions in the postwar era?
- Why did the U.S. government and the American people believe that there was a threat of internal communist subversion?
- How did World War II end the Depression and usher in an era of nervous prosperity?
- Why did the U.S. economy experience such a boom in the late 1950s and early 1960s? How did this boom affect American society?
- Who constituted the “other America,” who failed to share in the economic prosperity and influence of the postwar era? Why were they left out?
- What was the response to the Supreme Court decision in Brown v. Education? How did the Court’s decision affect African Americans and the early modern civil rights movement? How did it affect white southerners?
- How did President Eisenhower preside over a business-oriented “dynamic conservatism” that resisted most new reform without significantly rolling back the activist government programs born in the 1930s?
- What policy guided foreign affairs under Eisenhower, and how was that policy implemented around the world?

Upon completion of this unit students will be able to:
- Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s. (6.1.12.A.11.a)
- Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. (6.1.12.A.11.b)
- Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. (6.1.12.A.11.c)
- Analyze the decision to use the atomic bomb and the consequences of doing so. (6.1.12.A.11.d)
- 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.A.11.e)
- Explain the role that geography played in the development of military strategies and weaponry in World War II. (6.1.12.B.11.a)
- Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production. (6.1.12.C.11.a)
- Relate new wartime inventions to scientific and technological advancements in the civilian world. (6.1.12.C.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.D.11.a)
- Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II. (6.1.12.D.11.b)
- Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. (6.1.12.D.11.c)
- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (6.1.12.D.11.d)
- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. (6.1.12.D.11.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 Korean War, the Cuban Missile Crisis, and the Vietnam War. (6.1.12.A.12.a)
• Examine constitutional issues involving war powers, as they relate to United States military interventions in the Korean War, the Vietnam War, and other conflicts. (6.1.12.A.12.b)
• Explain how the Arab-Israeli conflict influenced American foreign policy. (6.1.12.A.12.c)
• Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period. (6.1.12.B.12.a)
• Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. (6.1.12.C.12.a)
• Assess the impact of the agricultural innovations on the world economy. (6.1.12.C.12.b)
• Analyze how scientific advancements impacted the national and global economies and daily life. (6.1.12.C.12.c)
• Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. (6.1.12.C.12.d)
• Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East. (6.1.12.D.12.a)
• Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. (6.1.12.D.12.b)
• Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations. (6.1.12.D.12.c)
• Compare and contrast American public support of the government and military during the Vietnam War and that of other conflicts. (6.1.12.D.12.d)
• Analyze the role that media played in bringing information to the American public and shaping public attitudes towards the Vietnam War. (6.1.121.D.12.e)

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Activities – include 21st Century Technologies/Research:
• Students will use music, art, and literature to express the era.
• Students will view Bill Moyer’s documentary: The Democrat and the Dictator, which charts the rise and influence of FDR and Adolf Hitler.
● Students will research and form a thesis on the dropping of atomic bombs on Hiroshima and Nagasaki.
● Students will listen to the podcast American History Tellers: Cold War - An Ideological War (Episode 1) and identify some of the factors that started the Cold War. (https://itunes.apple.com/us/podcast/id1313596069)
● Students will research the “beat” poets of the era and create a “poetry corner” as they orally recite favorite poems of the beat generation.
● Students will analyze and discuss Alan Brinkley’s view that Eisenhower was “cautious in...international affairs.” They will assess the validity of this statement in regards to policies toward Korea, Vietnam, the Suez Canal, Iran, Israel, and the Soviet Union. They will work in groups of 4 and then write up a written evaluation summary. The class, as a whole, will rate the effectiveness of Eisenhower in handling these crises.
● Students will view the film: The Best Years of Our Lives. This will be followed by a discussion guide round table regarding the challenges of returning veterans.
● Students will view Good Night and Good Luck and through guided discussion evaluate the red scare in the 1950s.

Enrichment Activities:
● Debate: “The most ‘American’ place in America is the suburbs.”
● Debate: “To what extent did the decade of the 1950s deserve its reputation as an age of political, social, and cultural conformity?”

Methods of Assessments/Evaluation:
● Chapter/Unit testing
● Essay: Free Response and DBQ (Document Based Question)
● Homework: readings and notes
● Debates and class discussions
● Independent work
● Verbal Assessment

Resources/Including Online Resources
● Online Textbook Information
● Teacher Webpage
● Video presentations of various historic footage of World War II events.
● Film: Best Years of Our Lives
● Film: Good Night and Good Luck

Topic/Unit 5: Civil Rights, Vietnam, and the Ordeal of Liberalism
Chapter 29 Civil Rights, Vietnam, and the Ordeal of Liberalism
Chapter 30 The Crisis of Authority
Approximate # Of Weeks: 4 weeks

Essential Questions:
- What was the domestic reform agenda of Kennedy’s New Frontier, and how did Johnson’s Great Society programs continue and expand on that agenda?
- Why did the modern civil rights movement become increasingly assertive and militant over the course of the 1960s?
- How did containment and the U.S. preoccupation with communism lead the nation to use military force against leftist nationalist movements in Cuba, the Dominican Republic, and Vietnam?
- How did U.S. involvement in Vietnam escalate through the 1960s? What were the political and social consequences of that escalation, in both Vietnam and the United States?
- Why and how did 1968 become a critical year in American liberalism?
- What were some of the characteristics of the social and cultural revolutions of the 1960s and 1970s?
- How did the U.S. strategy in Vietnam change under President Nixon? What was the result of the change in strategy?
- How did Nixon and Kissinger create a “multipolar” policy that worked through détente with the Soviet Union and a new relationship with China?
- How did the environment become an issue in American life?
- What was the Watergate scandal and how did it affect the presidency?

Upon completion of this unit students will be able to:
- Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations. (6.1.12.D.12.c)
- Compare and contrast American public support of the government and military during the Vietnam War and that of other conflicts. (6.1.12.D.12.d)
- Analyze the role that media played in bringing information to the American public and shaping public attitudes towards the Vietnam War. (6.1.121.D.12.e)
- Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions, (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c169) in eliminating segregation and discrimination. (6.1.12.A.13.a)
- Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities. (6.1.12.A.13.b)
- Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States. (6.1.12.A.13.c)
- 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.B.13.a)
- Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws. (6.1.12.B.13.b)
• Explain how individuals and organizations used economic measures (i.e., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. (6.1.12.C.13.a)
• Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. (6.1.12.C.13.b)
• Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today. (6.1.12.C.13.c)
• Relate American economic expansion after World War II to increased consumer demand. (6.1.12.C.13.d)
• Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. (6.1.12.D.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.D.13.b)
• 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.D.13.c)
• 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.D.13.d)
• Explain why the Peace Corps was created and how its role has evolved over time. (6.1.12.D.13.e)
• Relate the changing role of women in the labor force to changes in family structure. (6.1.12.D.13.f)

Common Core Standards:
• CCSS.ELA - Literacy.RH.11-12.1-10
• CCSS.ELA - Literacy.WHST.11-12.1-10

Interdisciplinary Standards (njcccs.org)
• Standard 9.1 - 21st Century Life & Career Skills
• Standard 9.3 - Career, Awareness, Exploration and Preparation
• Standard 8.1 - Computer and Information Literacy
• Standard 8.2 - Technology Education
• Standard 6.3 - Active Citizenship in the 21st Century

Activities – include 21st Century Technologies/Research:
• Students will research and create a multi-media presentation examining music of the era and discussing its impact on the cultural development of the 1960s counterculture.
• Students will listen to the podcast Revisionist History: Miss Buchanan’s Period of Adjustment and evaluate the impact of the Brown v. Board of Education decision. (http://revisionisthistory.com/episodes/13-miss-buchanans-period-of-adjustment)
● Students will view documentaries on the Vietnam War and the modern Civil Rights Movement.
● Students will research to compare and contrast the Warren and Burger Courts. They will discuss the significance of the President’s power to appoint judges to the Supreme Court and link these views to recent debates on presidential court appointments.
● Students will research the Watergate crisis and role play a House committee investigating the charges against the Nixon administration.
● Students will research the impact of Betty Friedan’s Feminine Mystique and assess its relevance to contemporary gender issues. Find a source of media that has the same impact about gender issues today?

**Enrichment Activities:**
- Debate: “The war on poverty was a miserable failure.”
- Students will research and evaluate the role of each of the following presidents and the involvement of the United States in the Vietnam conflict: Truman, Eisenhower, Kennedy, Johnson, Nixon, and Ford.
- Students will conduct interviews with “baby boomers” and ask them about their recollections and experiences of the 1950s, 1960s, and 1970s.

**Methods of Assessments/Evaluation:**
- Chapter/Unit testing
- Essay: Free Response and DBQ (Document Based Question)
- Homework: readings and notes
- Debates and class discussions
- Independent work
- Verbal Assessment

**Resources/Including Online Resources**
- Online Textbook Information
- Teacher Webpage
- Video clips from 1960s films and documentaries
- *The New York Times*

**Topic/Unit 6: Contemporary America and the Age of Globalization**
Chapter 31 The Conservative Ascendancy
Chapter 32 The Age of Globalization

**Approximate # Of Weeks:** 2 weeks
Essential Questions:

- What economic and energy problems plagued the presidencies of Gerald Ford and Jimmy Carter? How did Ford and Carter attempt to deal with these problems?
- What was the “New Right”, and what effect did its rise have on American politics?
- How did Ronald Reagan’s personality and conservatism strike a responsive chord as he moved toward a reduced role for government in the economy and an increased emphasis on the military?
- What was Reaganomics, and how did this policy affect the national economy?
- What was the “Iran-Contra Scandal” and what impact did it have on national politics?
- How did the fall of the Soviet Union and the end of the Cold War alter America’s foreign policy and domestic goals?
- How were the 1990s both a decade of intense party partisanship and rapid economic expansion?
- How did increasing partisanship affect presidential elections of the 1990s and 2000s?
- How did fundamental changes in the United States and world economy lead to significant changes in lifestyles and expectations for middle-class Americans?
- How did America become more diverse due to the changes in immigration after 1965 and higher birth rates among many immigrant groups?
- How did globalization account for the ups and downs of the national economy from the 1980s to the present day?
- How did increasing partisanship affect governing during the late 1900s and early 2000s? How does it continue to affect the relationship between the president and Congress?
- How did terrorist attacks of September 11, 2001, affect the American citizenry and American foreign policy?
- What historic importance can be placed on the election of Barack Obama in 2008?
- What were Barack Obama’s most important achievements in his presidency? What were his principal failures?
- What contemporary issues are still pressing matters in American politics today, in reference to both domestic and foreign?

Upon completion of this unit students will be able 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.A.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.A.14.b)
- Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. (6.1.12.A.14.c)
• Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. (6.1.12.A.14.d)
• Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. (6.1.12.A.14.e)
• Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. (6.1.12.A.14.f)
• Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools). (6.1.12.A.14.g)
• Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. (6.1.12.A.14.h)
• 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.B.14.a)
• Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. (6.1.12.B.14.b)
• Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficiency of government policies and agencies in New Jersey and the United States in addressing these decisions. (6.1.12.B.14.c)
• Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies. (6.1.12.C.14.a)
• Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy. (6.1.12.C.14.b)
• Analyze economic trends, income distribution, labor participation, (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society. (6.1.12.C.14.c)
• Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamic in New Jersey. (6.1.12.C.14.d)
• Determine the relationship between United States domestic and foreign policies. (6.1.12.D.14.a)
• Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence. (6.1.12.D.14.b)
• Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships. (6.1.12.D.14.c)
• Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. (6.1.12.D.14.d)
● Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. (6.1.12.D.14.e)

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

● 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.A.15.a)

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

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

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

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

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

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

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

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


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

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

● 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.D.15.d)

● Determine the impact of media and technology on world politics during this time period. (6.1.12.A.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.A.16.b)
• 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.A.16.c)
• Explain why natural resources (i.e., fossil fuel, 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. (6.1.12.B.16.a)
• Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. (6.1.12.C.16.a)
• Predict the impact of technology on the global workforce and on entrepreneurship. (6.1.12.C.16.b)
• Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. (6.1.12.C.16.c)
• Analyze the impact of American culture on other world cultures from multiple perspectives. (6.1.12.D.16.a)
• Explain how and why technology is transforming access to education and educational practices worldwide. (6.1.12.D.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. (6.1.12.D.16.c)

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• Standard 6.3 - Active Citizenship in the 21st Century

Activities – include 21st Century Technologies/Research:
• Students will evaluate the leadership skills and qualities of Jimmy Carter and Ronald Reagan using various speeches from both men, including their inaugural addresses.
• Students will listen to the podcast More Perfect: Sex Appeal and evaluate the strategy used to address gender equality in the United States. (https://www.wnycstudios.org/story/sex-appeal)
• Students will evaluate the strengths and weaknesses of the Clinton presidency in terms of economic policies, social and environmental concerns, and foreign affairs.
• Students will contrast President George Herbert Walker Bush’s success in foreign policy with his failure in domestic policy.
• Students will research and report on the impact of September 11, 2001 on domestic and foreign policy in the United States.
• Students, who volunteer, will spend an entire day without technology. The rules: no telephone, no television, no computers, no radio, no movies, and no car. They will report their impressions and experiences to the class. During class students will discuss the pros and cons of technology. The class will then conduct a discussion on whether technology is worth the costs it imposes.
• Students will hold a dinner for 15 famous people from contemporary American and other nations. They will decide the invitation list and seating arrangement. They will explain why they chose the people and seating arrangement.

Enrichment Activities:
• Debate: “Jimmy Carter had a failed presidency.”
• Closure for the course: Students will prepare a visual/audio presentation describing the American dream.

Methods of Assessments/Evaluation:
• Chapter/Unit testing
• Essay: Free Response and DBQ (Document Based Question)
• Homework: readings and notes
• Debates and class discussions
• Independent work
• Verbal Assessment
• AP Review to prepare for College Board exam

Resources/Including Online Resources
• Online Textbook Information
• Teacher Webpage
• The New York Times