

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

COURSE OF STUDY – FULL YEAR

FOR

ADVANCED PLACEMENT UNITED STATES HISTORY II

GRADE 11

SST 314

**APPROVED BY THE
BOARD OF EDUCATION**

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FACT SHEET AND RUBRIC72
 ✓ CHARLES SCHENCK WAS THE GENERAL SECRETARY OF THE SOCIALIST PARTY AT THE TIME OF HIS ARREST 72

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CHECKLIST76

RUBRIC78

YOUR FINISHED PRODUCT WILL PRESENT A COURSE TITLE, A COURSE OUTLINE WITH APPROPRIATE UNITS OF COVERAGE WITH EXPLANATIONS, AND A ONE-PAGE PRÉCIS THAT WILL ATTRACT STUDENTS TO SIGN UP FOR THE CLASS.....79
THE PRÉCIS - A précis is essentially a concise summary. 79
THE COURSE OUTLINE - Your course outline will let prospective students see how you are organizing the class, what ideas and topics are going to be covered and for how long. 79
 IDEAS ON HOW TO BEGIN THE COURSE OUTLINE AND WHAT IT SHOULD LOOK LIKE: 79

RUBRIC80

APPENDIX C82

APPENDIX D.....ERROR! BOOKMARK NOT DEFINED.

RATIONALE

Advanced Placement United States History II is a full-year course of study created and modeled on the recommendations of the Educational Testing Service and the College Board. This course is designed to give students the factual background and analytical perspective necessary to think critically about American history and the development of American society. This requires both the study of general concepts and the analysis of specific examples. It also requires students to be able to independently assess and weigh historical evidence in order to formulate their own theories of American development.

This course revision updated the curriculum to incorporate changes made by the College Board, the 2014 New Jersey Student Learning Standards for Social Studies, English Language Arts, Technology, and 21st Century Life and Careers. district initiatives, such as critical reading, writing across the curriculum, differentiated instruction, and the appropriate use of technologies, such as the iPad to complement student learning and instruction. The course challenges students through a variety of assessments and strategies for learning. Students are required to read critically, analyze primary sources, and develop sophisticated writing skills.

Beyond the expectations of the Advanced Placement curriculum, this course is intended to encourage and foster students to behave as responsible and active citizens with the understanding that “eternal vigilance is the price of liberty.”

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link - <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

COURSE GOALS AND TOPICS

UNITS OF STUDY (Continued from SST 214)	NEW JERSEY STUDENT LEARNING STANDARDS
UNIT 18: The Progressives (1865-1920)	6.1, 6.3, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 19: From Isolation to Empire (1850-1914)	6.1, 6.2, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 20: The Great War (1914-1919)	6.1, 6.2, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 21: Postwar Society, Business & Culture (1919-1932)	6.1, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 22: Crises - Foreign and Domestic (1932-1941)	6.1, 6.2, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 23: The Second World War (1941-1945)	6.1, 6.2, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 24: The Origins of the Cold War (1944-1953)	6.1, 6.2, 6.3, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 25: The Fifties The Cold War Heats Up (1953-1961)	6.1, 6.2, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 26: The Sixties To the Brink and Back (1961-1975)	6.1, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 27: Restless Giant (1975-today) End of the Cold War, Restart of the Old War (1974-1989)	6.1, 6.2, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 28: Post War Society and Change (1945-1960)	6.1, 6.2, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 29: Revolution and Counter-Revolution (1960-1974)	6.1, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11
UNIT 30: A Bridge to the 21 st Century (1975-today)	6.1, 8.1, RH.11-12, WHST.11-12, CRP 2, 4, 6-8, 11

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES AND GRADING PROCEDURES

COURSE #: SST 314

TITLE: ADVANCED PLACEMENT UNITED STATES HISTORY II

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

At the conclusion of this course in Advanced Placement United States History II, students will be able to

1. explain the nature, policies, and objectives of the Democratic and Republican parties from the late 19th century to the early 21st century, analyzing changes in popular base and political realignment.
2. analyze the changing role of money and banking since the late 19th century.
3. assess the role of farmers in our society, their political movements and arguments, their goals, support, failures and successes.
4. assess the founding of the Populist Party, what it stood for, why it fell apart, and its legacy to twentieth-century reformers, such as the Progressives.
5. evaluate the changes and problems in American society caused totally or in part by industrialization.
6. identify and describe the radical movements that were growing in the United States between 1890 and 1917 and assess their long-term failures to assume a permanent base in American politics.
7. evaluate the differences and accomplishments of local, state and national progressive reformers.
8. describe and chart the quest for racial justice from the creation of the NAACP, to the Progressive Movement, decisions of federal courts before and after World War II, through the post-war Civil Rights Movement and beyond.
9. define “imperialism” and assess American expansion from the late 19th century to the present.
10. compare turn-of-the century expansion with expansion in the 1840’s.
11. identify the development of the Open Door notes and chart their growth from policy to ideology following World War II.
12. evaluate the causes of World War I and analyze the turnaround in American policy from neutrality in August 1914 to war in April 1917.
13. evaluate government policies that affected civil liberties during the first and second World Wars.
14. identify and assess the quest for collective security from Wilson's Fourteen Points to the United Nations charter.
15. identify changes in the map of Europe and the American relationship with Europe at the end of World War I.
16. analyze the growth of nativism and fundamentalism after World War I.
17. evaluate the government’s pro-business attitude in the 1920's and assess its impact on economic growth and prosperity.
18. assess feminist concerns of the 1920s and the changes in the women’s movement after suffrage was attained.

PROFICIENCIES (continued)

19. explain the Harlem Renaissance and the mass following of the Garvey Movement.
20. analyze the causes of the Great Depression and its economic and social effects on Americans.
21. compare and contrast President Hoover's and President Roosevelt's attempts to deal with the depression and its victims.
22. compare and contrast the first "Hundred Days" with the "Second New Deal."
23. analyze reasons for the rise of totalitarianism in Europe and assess the gradual movement of the United States to war from the late 1930's to late 1941.
24. assess how New Deal policies affected African Americans, women and organized labor.
25. identify the short- and long-term political, social, and economic impact of the New Deal.
26. analyze the ways and the extent that the New Deal changed attitudes about the role of government in the economy and the government's responsibility for the social welfare of ordinary Americans.
27. evaluate the impact of World War II on American society and the economy and the changes in American society brought about because of the war.
28. analyze the effects of WW II on the American people, particularly on women, African-Americans, Mexican-Americans, Native-Americans, and Japanese-Americans.
29. assess the American reaction to the Holocaust and the nation's treatment of Jewish refugees.
30. identify the war aims/goals of the United States, Great Britain, and the Soviet Union and the issues discussed, the controversies that arose, and the decisions made at the major wartime conferences.
31. analyze the reasons for the collapse of the wartime alliance and the start of the Cold War with the Soviet Union.
32. explain the shift toward national security policy after World War II.
33. evaluate the reasons why the U.S. economy prospered in the postwar period.
34. identify reasons for a decline in union membership and influence following World War II.
35. assess the causes and social and political impact of the move to the suburbs and other demographic changes following World War II.
36. identify the causes and results of the anticommunist hysteria in the United States in the late 1940's and 1950's.
37. define the "military-industrial complex" and evaluate the degree to which it affected and still affects American society.
38. define communism and analyze the reasons why U.S. foreign policy focused on methods to "contain" it following World War II.
39. analyze differences and similarities between communist movements and popular revolutions for national liberation.
40. identify Korean and Vietnamese history from the 19th century and evaluate the reasons that the United States got involved in wars in those regions.
41. explain how and why John F. Kennedy brought the U.S. to the "brink of nuclear war" concerning Cuba.
42. identify how the "domino theory" relates to U.S. foreign policy.
43. analyze the reasons why Lyndon Johnson chose to escalate American participation in the Vietnam War.
44. evaluate the policies of Richard Nixon with regard to the Vietnam War.
45. identify and analyze the factors leading to the student revolt of the 1960's.

46. evaluate the effects of the Civil Rights Movement on the Kennedy and Johnson administrations and Congress.
47. identify the major decisions handed down by the Supreme Court in the 1960's and assess why conservatives condemned the Warren Court.
48. identify the Native American, Chicano, and women's rights movements of the sixties, their relationships to the Civil Rights Movement, as well as their leaders, ideas, tactics, and effectiveness.
49. assess the counterculture; its beginnings, values, dress, music, waning, and the distinction between it and political radicalism.
50. evaluate the causes, results of, and reactions against the sexual revolution of the 1960's and the 1970's.
51. evaluate the Nixon administration's domestic record; the economy, civil rights, social welfare, judicial appointments, and use of law-enforcement and other federal agencies.
52. identify Ronald Reagan's attempts to deal with the spread of communism in Latin America and his policies and actions in the Middle East.
53. evaluate U.S. government spending priorities since World War II and the specific effects of military spending on the economy.
54. evaluate efforts to regulate and control nuclear testing and nuclear weapons and the reasons that most efforts fail.
55. analyze the reasons for the end of the Cold War, changes in Eastern Europe, and the break-up of the U.S.S.R.
56. identify the partisan political struggles in the 1990's and the early 21st century.
57. assess the changes in American foreign policy following the end of the Cold War and identify the challenges that faced President Clinton and the challenges facing President George W. Bush.

CURRICULAR REQUIREMENTS

- CR1a The course includes a college-level U.S. History textbook
- See page 13
- CR1b The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
- See pages 13, 16, 20, 24, 28, 33, 36, 42, 47, 57
- CR1c The course includes secondary sources written by historians or scholars interpreting the past
- See pages 13, 16, 20, 24, 28, 33, 36, 42, 47, 57
- CR2 Each of the course historical periods receives explicit attention.
- See pages 13-61
- CR3 The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.
- See pages 19, 28, 33, 46
- CR4 The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.
- See pages 13, 16, 20, 24, 28, 33, 36, 42, 47, 57
- CR 5 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. - Historical argumentation
- See pages 13, 19, 23
- CR 6 The course provides opportunities for students to identify and evaluate diverse historical interpretations. - Interpretation
- See pages 15, 31, 36, 44, 58
- CR 7 The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. - Appropriate use of relevant historical evidence
- See pages 18, 20, 35, 40
- CR 8 The course provides opportunities for students to examine relationships between causes and consequences of events or processes. - Historical causation
- See pages 16, 19, 21, 32, 38, 41, 44 48

- CR 9 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. - Patterns of continuity and change over time
- See pages 16, 26, 32, 39, 48, 55
- CR10 The course provides opportunities for students to investigate and construct different models of historical periodization. - Periodization
- See pages 17, 38, 39, 50, 53
- CR11 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. - Comparison
- See pages 22, 40, 43, 44, 50, 55
- CR12 The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. - Contextualization
- See pages 13, 14, 34, 51
- CR13a The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past - Synthesis
- See pages 27, 36, 61
- CR13b The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. - Synthesis
- See pages 18, 37, 40, 44, 5

Themes

While the course follows a narrative structure supported by the textbook and primary and secondary materials, the following seven themes noted in CR4 (above) are woven throughout each unit:

1. Identity (ID)
2. Work, Exchange, and Technology (WXT)
3. Peopling (PEO)
4. Politics and Power (POL)
5. America in the World (WOR)
6. Environment and Geography (ENV)
7. Ideas, Beliefs, and Culture (CUL)

**Social Studies Grading Procedures
Grades 9-12**

Substantial assessments	Daily (short-term) assessments
70%	30%
<p align="center">May include, but not limited to, the following:</p> <p align="center">Tests, Exams Long-term projects Extended written assessments</p>	<p align="center">May include, but not limited to, the following:</p> <p align="center">Quizzes Homework Classwork</p>

These categories may include a variety of assessments suitable for all learners.

Final Grade – Full Year Course	
<p>Full Year Course</p> <ul style="list-style-type: none"> Each marking period shall count as 20% of the final grade 	<p>Quarterly Exams</p> <ul style="list-style-type: none"> Quarterly exams shall count as 4% in marking periods 1 and 3 Quarterly exams shall count as 6% in marking periods 2 and 4

BENCHMARK ASSESSMENTS

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.

UNIT 18: POLITICS, POPULISTS, AND PROGRESSIVES (1865-1920) – approximately 12 days

Suggested Reading: *Power of Words*, “The People’s Party Platform”
 Henry Littlefield, “Parable on Populism”
 Howard Zinn, “The Socialist Challenge”
 Richard Hofstadter, “The Age of Reform”
 Richard Hofstadter, “Theodore Roosevelt: The Conservative as Progressive”
 Richard Hofstadter, “Woodrow Wilson: The Conservative as Liberal”
 Carl Degler, “New World A’Comin”

ESSENTIAL QUESTION: How did U.S. politics change from 1865 – 1920?

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
1. identify and evaluate the problems faced by agricultural workers in the late 19 th century and their response. (1, 4) a. identify the move from Grange to political reform. b. identify benefits of political reform. c. identify the Populist position on the gold standard. d. recognize what inflation/paper money/silver would do for the Populists.	6.1.12.B.5.a 6.1.12.C.5.b, c 6.1.12.C.6.a 6.1.12.D.5.b RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> examine a political cartoon dealing with farmers in the late 19th Century, and in large groups, identify problems farmers faced in that time period. read Littlefield’s “Parable on Population,” and view a brief film clip from <i>The Wizard of Oz</i>. In large group discussion led by teacher, link the various characters and setting to the Populists. 	1995 FRQ: Analyze the reasons for the emergence of the Populist movement in the late nineteenth century. This will be evaluated using specified criteria.	Begin your discussion of the Populists with a political cartoon (from 1983 DBQ) and attempt to enumerate problems facing farmers in the period. After a few minutes, mention President Cleveland’s veto of the 1887 Texas Seed Bill (for drought re-lief). Should lead to a discussion of government’s role and laissez-faire.

UNIT 18: POLITICS, POPULISTS, AND PROGRESSIVES (1865-1920) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	Standards	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>2. identify the origins of Progressive Reform and assess local and state policies and programs (6, 7)</p> <p>a. identify the connection between Populists and Progressives.</p> <p>b. identify and define federalism.</p> <p>c. recognize local, state and federal authority and reform.</p> <p>d. map local and state reforming impulses.</p> <p>e. assess some of the impetus of progressivism.</p> <p>f. identify the widespread reforms of the period.</p> <p>g. assess their impact on liberty.</p>	<p>6.1.12.B.6.b RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11</p>	<p>complete a chart of Progressive reforms, and then organize reforms by identifying whether they were federal, state, or local. Students will then discuss and decide the overall purpose of the reform (government efficiency, increasing democracy, social justice, or business regulation).</p>	<p>1987 FRQ: “The Progressive movement was a triumph of conservatism rather than a victory for liberalism.” Assess the validity of this statement.</p> <p>1989 DBQ: Booker T. Washington and W.E.B. DuBois offered different strategies for dealing with the problems of poverty and discrimination faced by Black Americans at the end of the nineteenth and beginning of the twentieth centuries. Using the documents and your knowledge of the period 1877-1915, assess the appropriateness of each of these strategies in the historical context in which each was developed.</p>	

UNIT 18: POLITICS, POPULISTS, AND PROGRESSIVES (1865-1920) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
3. evaluate the relationship between Progressives and more radical elements for change. (6, 7, 8) a. distinguish between the goals of Socialists and those of Progressives. b. recognize and apply the political spectrum. c. identify the role of radicals (Socialists) during the movement. d. identify how the Progressives helped minorities. e. recognize the role of blacks and women during the movement. f. recognize reforms to children.	6.1.12.A.6.B, C 6.3.12.C.1 8.1.12.F.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • research a problem currently con-fronting their town/city. Students will investigate the problem from all sides and determine: a) the opinion of the majority, b) the forces pushing for change, and c) the forces opposing change. This could end with some sort of presentation where students discuss what is necessary for a society to make needed reforms (as occurred during the Progressive movement). Students will relate chart of Progressive reforms activity to this discussion. • analyze documents for the 1993 DBQ and develop a thesis statement based on readings and research. 	This will be evaluated using specified criteria. 1993 FRQ: Analyze the ways in which state and federal legislation and judicial deci-sions, including those of the Supreme Court, affected the efforts of any TWO of the following groups to improve their position in society between 1880 and 1920: 1. African Americans 2. farmers 3. workers	Students may use multi-media resources including the Internet for their research.

UNIT 18: POLITICS, POPULISTS, AND PROGRESSIVES (1865-1920) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>4. identify the reasons for the development of national progressivism and the goals and accomplishments on that level. (7)</p> <p>a. identify national progressive re-forms under Theodore Roosevelt.</p> <p>b. recognize Theodore Roosevelt’s role in these reforms.</p> <p>c. identify national progressive reforms under Woodrow Wilson.</p> <p>d. identify the economic reforms of the Taft and Wilson administrations.</p>	<p>6.1.12.A.6.A RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11</p>	<p>construct a timeline that identifies national progressive reforms under Theodore Roosevelt, Taft and Wilson, including economic reforms. In the large group, students will analyze the results in terms of the goals and accomplishments at the national level.</p>	<p>Questions for analysis could include:</p> <p>1. In “Age of Reform,” Richard Hofstadter stated that Progressives aimed at recapturing “that bright past in which there had been a future.” Is he implying that Progressives were reactionaries? In your answer make and support an argument as to where you believe the Progressives belong on the political spectrum.</p> <p>2. “Trust-busting” is often seen as a central element of Progressivism. Discuss the approach to trusts & monopolies taken by Theodore Roosevelt and Woodrow Wilson. Should they truly be considered trust “busters?”</p>	<p>Other discussions in this unit should hit the political spectrum, (Are the Progressives reformers or reactionaries?) and the “dark side of Progressivism” (such as some reforming efforts at sterilization of those with low IQs).</p>

UNIT 19: FROM ISOLATION TO EMPIRE (1850-1914) – approximately 7 days

Suggested Reading: William A. Williams, “Imperial Anti-colonialism”
 Julius Pratt, “The Expansionists of 1898”
 Richard Leopold, “The Decision on Colonies”
 Richard Leopold, “Armed Intervention in Cuba”

ESSENTIAL QUESTION: To what extent were American expansionist policies at the turn of the century a continuation of mid-19th century expansion?

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>Students will be able to:</p> <p>5. define imperialism, chart and evaluate the expansionist history of the United States through the late 19th century. (9, 10)</p> <p>a. identify the conceptions of America as an imperialist power.</p> <p>b. chart the 19th Century history of expansionism.</p>	<p>6.1.12.B.7.a 6.2.12.B.3.a, b, c 8.1.12.F.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>Students will:</p> <p>use maps, primary sources and other resources to determine where the United States expanded to politically and economically. In small group discussions, students will determine the nature of the territorial expansion, including the <u>motivation</u>, <u>methods</u>, and the <u>results</u>.</p>	<p>1994 DBQ: To what extent was late nineteenth-century expansion and early twentieth-century expansion a continuation of past United States expansionism and to what extent was it a departure? Use the documents and your knowledge of United States history to 1914 to construct your answer.</p> <p>1992 FRQ: Compare the debates that took place over the American expansionism in the 1840’s with those that took place in the late 1800’s.</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 19: FROM ISOLATION TO EMPIRE (1850 – 1914) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>6. assess American foreign policies in Central and Latin America from 1850 through the Spanish-American War. (10)</p> <p>a. identify our relationship with Central American nations in the late 19th century.</p> <p>b. recognize the events leading up to the acquisition of Hawaii and other Pacific islands.</p> <p>c. identify the origins of the Spanish-American War.</p> <p>d. recognize the role played by “yellow journalists.”</p> <p>e. analyze the war power in this scenario.</p>	<p>6.2.12.B.3.A, B 6.2.12.B.3.B 8.1.12.A.1 8.1.12.F.1 RH.1112.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>using readings and primary source materials, work in expert jigsaw groups to address the five areas included in the objective. Students will share information in large group and conduct an assessment of American foreign policies in Central and South America from 1850 through the Spanish-American War.</p>	<p>Research assignment: Explore and chart all geographical territories that the U.S. had economic or political contact with in the mid-19th Century and the turn-of-the century. Assess the nature of the contact and determine the extent to which the two periods were similar as regards American expansion.</p> <p>This will be evaluated using specified criteria.</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 19: FROM ISOLATION TO EMPIRE (1850 – 1914) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>7. identify the political results of the Treaty of Paris and assess the implications on American foreign policy in the 20th century. (9)</p> <ol style="list-style-type: none"> recognize the debate that occurred with this treaty. identify events in the Philippines that emerged with American political control. identify the platform of the Anti-Imperialist League and their arguments. chart American acquisitions as a result of the war with Spain. 	<p>6.1.12.B.7.a 6.2.12.C.3.e 6.2.12.D.3.c, d 8.1.12.F.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>discuss the specific governing particulars that occur when the U.S. engages in a war. Students will focus on the Spanish-American War by considering nine reasons (listed below) why the President may have asked Congress for war. Small groups of students will review the evidence, study documents, and draw conclusions on the major factors in bringing the U.S. into war.</p> <ol style="list-style-type: none"> The effects of the Wilson-Gorman Tariff of 1894 (<i>high tariff on Cuban sugar strained their economy</i>). Cuban revolts against Spanish rule Pressure from U.S. businesses and their agents (<i>the need for raw materials, markets, and new opportunities for investment</i>) Sinking of the <i>Maine</i> Influence of yellow journalism DeLome letter Philosophy of the white man's burden U.S. public opinion A chance to fulfill our Manifest Destiny (American exceptionalism) 	<p>1996 FRQ: “Both the Mexican-American War and the Spanish-American War were premeditated affairs resulting from deliberately calculated schemes of robbery on the part of a superior power against weak and defenseless neighbors.” Assess the validity of this statement.</p>	<p>Open a discussion on HOW the United States goes to war (how a democracy goes to war). Address constitutional clauses, but focus on specific and real examples. Recall the War of 1812, the Mexican-American War (and potentially any current war being waged).</p> <p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 19: FROM ISOLATION TO EMPIRE (1850-1914) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
8. identify arguable changes in American foreign policy in the 20 th century and assess political and economic expansion. (9, 11) a. define the Open Door. b. define and identify Dollar Diplomacy. c. identify our history with Columbia concerning the inter-oceanic canal.	6.1.12.C.6.b 6.1.12.D.6.a 6.2.12.C.3.f 6.2.12.D.3.d 8.1.12.F.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	use readings, primary source documents and class discussions to examine evidence and draw conclusions on three examples of US foreign policy: 1. Open Door 2. Dollar Diplomacy 3. Columbia and the inter-oceanic canal	Write a 2-4 page research essay addressing this question: “American expansion at the turn-of-the-century was the direct result of social, political, and economic affairs within the United States in the 1880s and 1890s.” Assess the validity of this statement. This will be evaluated using specified criteria.	Students may use multi-media resources including the Internet for their research.

UNIT 20: THE GREAT WAR (1914-1919) - approximately 12 days

Suggested Reading: *A History of Western Society*, “The First World War”

A History of Western Society, “The Russian Revolution”

Hofstadter, “Woodrow Wilson: The Conservative as Liberal”

Melvyn Leffler, “The Background”

Hofstadter, “From Progressivism to the New Deal: Progressivism and War”

ESSENTIAL QUESTION: The Great War: What was its impact on the United States and its role in the world?

<p>OBJECTIVES</p> <p>Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p>STANDARDS</p>	<p>SUGGESTED ACTIVITIES</p>	<p>EVALUATIONS/ ASSESSMENTS</p>	<p>TEACHER NOTES</p>
<p>Students will be able to:</p>		<p>Students will:</p>		
<p>9. define nationalism and assess the European causes of the Great War. (12)</p> <p>a. recognize European rivalries and movements in Africa and South-east Asia.</p> <p>b. identify the system of alliances that led to World War I.</p>	<p>6.1.12.B.7.a 6.2.12.A.3.a 6.2.12.D.4.a 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>participate in a class discussion drawing upon readings and primary sources to identify and explain the origins of the Great War in Europe and the response of the United States.</p>	<p>Teacher observation</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 20: THE GREAT WAR (1914 – 1919) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>10. evaluate the reasons the United States ended its declared neutrality and entered the war. (12)</p> <ol style="list-style-type: none"> identify Wilson’s messages and German pledges. identify and evaluate American neutrality. recognize the Lusitania, the Arabic and Sussex pledges, and Wilson’s reelection campaign. identify the reasons for American entry. identify each individual argument including British hostility. 	<p>6.1.12.A.7.a 6.1.12.1D.7.a 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>work in small groups. On one side of the board the teacher will write, “<i>August 1914 – War Begins and Wilson declares neutrality</i>” and on the other side, “<i>April 1917 – Wilson asks Congress to declare war.</i>” First, students in groups will list on index cards every domestic and foreign policy event they can consider between 1914 and 1917 that connects the U.S. to the European War. After a few minutes, using tape, scissors, and string, each group’s assignment is to connect the cards to each other in ways that visually show how the U.S. went to war. The string should reflect cause and effect showing a change in U.S. policy. Groups should present to the class when complete.</p>	<p>1995 FRQ: Assess the relative influence of THREE of the following in the American decision to declare war on Germany in 1917: German naval policy, allied propaganda, American economic interests, America’s claim to world power, or Woodrow Wilson’s idealism.</p> <p>1989 FRQ: “The United States entered the First World War not ‘to make the world safe for democracy’ as President Wilson proclaimed, but to safeguard American economic interests.” Assess the validity of this statement.</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 20: THE GREAT WAR (1914 – 1919) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
11. evaluate the political events and changes as well as military inventions and tactics that shaped the course of the war. (12) a. recognize the effects of the Russian Revolution on World War I. b. identify the Treaty of Brest-Litovsk and its impact on Russia and the war. c. identify the Wilsonian policy toward the Revolution. d. recognize the impact of the machine gun on the strategies and tactics. e. define trench warfare.	6.1.12.A.7.b 6.1.12.C.7.a RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11	continue to analyze the reasons for American participation in the war with an analysis of President Wilson’s War Message to Congress. After reading and studying that document, students will discuss the 1995 FRQ in class (or possible surprise essay).	Students will write an <i>amicus</i> brief (a 1-2 page position paper) to the Supreme Court prior to its hearing of the case of <i>Schenck v. U.S.</i> (1919). (See appendix for the full assignment with rubric)	
12. assess the political, social and economic events in the United States during the course of the war. (13)	6.1.12.D.7.b 8.1.12.E.1 RH.11-12.1, 2, 7, 9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	read a selected passage from <i>All Quiet on the Western Front</i> , and then view a short clip, Episode 8 of Ken Burns’ <i>The Civil War</i> on the Battle of Petersburg. Students will discuss the commonalities. How is it that trench warfare could have been starting half a century prior to the First World War? Why were solutions not discovered? Why are the death tolls in the Great War so much higher than the Civil War?	Students will write a 2-4 page essay: Analyze the political and social consequences of World War I on American society. Assess the validity of this statement in view of the political and constitutional debates of these decades.	Students may use multi-media resources including the Internet for their research.

UNIT 20: THE GREAT WAR (1914-1919) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>13. evaluate President Wilson’s participation in the Versailles Peace Conference, the treaty itself, and the reasons the Senate rejected it. (14)</p> <ol style="list-style-type: none"> identify and evaluate Wilson’s 14 points. recognize the efforts of Wilson (and the other Big Four) at Versailles. identify (on the map) the changes made and the final particulars of the treaty. recognize the split of the U.S. Senate. identify the debate over collective security and isolationism. recognize the realities of the war. 	<p>6.1.12.A.7.c 6.1.12.D.7.a, c 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>in small groups, read President Wilson’s Fourteen Points and the Treaty of Versailles (or selected excerpts) as well as a map of Europe before and after the war. Students will answer the following questions for class discussion:</p> <ol style="list-style-type: none"> Historians categorize the 14 points into four groups for easier reference: Points I-V, points VI-XII, point XIII, and point XIV. Can you identify a primary issue for each grouping? The concept of “self-determination” (identified in the 14 points) creates significant problems in the ethnic diversity that Europe has become by this time. Examine the maps (Europe before and after war). What changes are made as a result of the Treaty? Look carefully and be specific. See if you can figure out where various “new” countries came from. Many historians argue that the Treaty sets the stage for Germany's eventual fascist government and is one of the primary causes of WWII. Examine the selected excerpts from the treaty. Why do you think this argument is made? Identify specific reasons why Germany would see the Treaty as unjust and humiliating. 	<p>1991 DBQ: It was the strength of the opposition forces, both liberal and conservative, rather than the ineptitude and stubbornness of President Wilson, that led to the Senate defeat of the Treaty of Versailles. Using the documents and your knowledge of the period 1917-1921, assess the validity of this statement.</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 21: POSTWAR SOCIETY, BUSINESS, & CULTURE (1919-1932) - *approximately 9 days*

Suggested Reading: Preston Slosson, “The Great Crusade and After”
 Charles Panati, “Va Va Voom: The Gibson Girl”
 Zinn, “Self Help”
 Kennedy, “The Depression Descends”

ESSENTIAL QUESTION: How did the U.S. change from the end of World War I to 1932?

<p>OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p>STANDARDS</p>	<p>SUGGESTED ACTIVITIES</p>	<p>EVALUATIONS/ ASSESSMENTS</p>	<p>TEACHER NOTES</p>
<p>Students will be able to:</p>		<p>Students will:</p>		
<p>14. evaluate the immediate impact of the Great War on American government, society and economy. (13, 15, 16) a. define Isolationism. b. identify aspects of post-war policy that could be considered isolationist. c. identify aspects of post war policy that are not isolationist.</p>	<p>6.1.12.D.7.C 6.1.12.A.8.B 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> • use primary sources, readings and research to examine the significance of the events of the Red Scare, including the Palmer Raids. • in a large group discussion, identify post-war policies considered isolationist/non-isolationist. Students will postulate which took precedence and why. 	<p>2000 FRQ: To what extent did the United States achieve the objectives that led it to enter the First World War?</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 21: POSTWAR SOCIETY, BUSINESS & CULTURE (1919-1932) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>15. assess changes in American society including relationships between the sexes and races. (16-19)</p> <ol style="list-style-type: none"> a. identify the role played by religious fundamentalism in the 1920's. b. recognize the urban-rural conflict of the period. c. define Fundamentalism and identify the Scopes Trial and the rise of the KKK. d. identify female roles of the 1920's. e. recognize various changes in sexual mores and assess the reasons for changes. f. recognize changing cultural values. g. identify the effects of the 18th and 19th amendments. 	<p>6.1.12.C.8.a, b 6.1.12.A.8.c 6.1.12.D.8.a 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>use examples of the growing rural-urban conflict in the 1920's. For each item on the following list, students in small groups will answer the following:</p> <ol style="list-style-type: none"> 1. Identify what it is. 2. Briefly explain the role it played in the 1920's. 3. Assess how it fits into the rural-urban conflict. <ul style="list-style-type: none"> • The League of Nations • The Scopes "Monkey" Trial • Prohibition • Religious Fundamentalism • The Ku Klux Klan • Flappers • The "Sacco and Vanzetti" case • The election of 1928 	<p>1999 FRQ: In what ways did economic and social conditions and developments in the arts and entertainment help create the reputation of the 1920s as the Roaring Twenties?</p> <p>1986 FRQ: The 1920's were a period of tension between new and changing attitudes on the one hand and traditional values and nostalgia on the other. What led to the tension between old and new AND in what ways was the tension manifested?</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 21: POSTWAR SOCIETY, BUSINESS & CULTURE (1919-1932) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>16. identify the period of Republican ascendancy and analyze the effects on government and the economy. (17, 20)</p> <ol style="list-style-type: none"> identify the Republican presidents of the 1920's. recognize and chart their policies that attempted to reverse Progressive accomplishment. assess the impact on the economy of Andrew Mellon's fiscal policies. 	<p>6.1.12.A.8.A RH.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> in groups, use the political spectrum discussed earlier to draw conclusions – from a totally involved (socialist) government on one side and a completely non-involved (laissez-faire capitalist) on the other. Where are we in 1928? as a prelude to the New Deal, create a timeline of governmental interference into society entitle, "Government Steps In and Out," and include the years 1877 to 1933. Students may use multi-media resources including the Internet for their research. 	<p>On one side of the timeline, in a specific color, teacher will note government efforts to 'step in' to society (that is, any action which brings government more into the everyday lives of the American people, economically or other-wise). Most of these will be legislative efforts at reform. Also include judicial decisions, which uphold such legislation.</p> <p>On the other side of the timeline in another color, teacher will note government efforts to step out of the economy or society. (government actions, which show an adherence to the doctrine of laissez-faire. This will often be an effort to weaken, alter, or abolish previous actions, which seemingly violated laissez-faire.) Students will work in groups to draw conclusions on the extent of government involvement in society/economy by 1933.</p> <p>This will be evaluated using specified criteria and rubrics.</p>	<p>Open discussion on the Presidents and policies of the period by putting on overhead (or handing out) a sample listing from the timeline This list should reveal actions between 1877 and 1928 that show government growing (and not growing).</p> <p>Don't hesitate to describe Harding and Coolidge as more conservative than Hoover. Identify Hoover's war record and his beliefs.</p>

UNIT 21: POSTWAR SOCIETY, BUSINESS & CULTURE (1919-1932) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
17. recognize the origins and effects of the Great Depression and evaluate the immediate American response. (20) a. define key economic terms that relate to depression. b. identify an economic down-cycle and its effects. c. recognize the causes of the Crash. d. identify the social impact of the Depression. e. identify efforts by Hoover to “fight” the Depression. f. assess Hoover’s philosophy of government.	6.1.12.A.8.b, c 6.1.12.B.8.a 6.1.12.C.9.a, d RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11	use documents from the 1984 DBQ to analyze President Hoover’s response to the Depression.	Written response to 1984 DBQ will be evaluated using specified criteria.	1984 DBQ can be assigned in the next unit (it involves FDR as well). Document F is a famous political cartoon by Ding Darling which can be used to open a full-day assessment of Hoover’s actions and his political philosophy.

UNIT 22: CRISES – FOREIGN AND DOMESTIC (1932-41) - approximately 16 days

Suggested Reading: Kennedy, “Herbert Hoover Clashes with Franklin Roosevelt”
 Gerald Nash, “New Deal Under Attack”
 Kennedy, “Views of Protest”
 Kennedy, “A Season for Reform”
 Degler, “Revolution in Labor”
 Kennedy, “FDR and the Shadow of War”

ESSENTIAL QUESTION: How did the United States deal with foreign and domestic crises from 1932-1941?

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
18. compare and contrast the political and economic philosophies of Herbert Hoover and Franklin Roosevelt. (21, 22, 25) a. place Hoover’s handling of the Depression on the political spectrum. b. identify and do the same with FDR’s rhetoric during the 1932 campaign. c. recognize FDR’s handling of the Depression after being elected. d. recognize what FDR would have been expected to do based on campaign rhetoric. e. place FDR on the political spectrum.	6.1.12.C.9.a 6.1.12.C.10.b 6.1.12.D.10.a 6.1.12.D.10.b RH.11-12.1-10 WHST.1-5, 9, 10 CRP 2, 4, 6-8, 11	use an analysis of the 1984 DBQ documents to compare/contrast the responses of Hoover and FDR to the Great Depression.	2004 FRQ: Compare and contrast the programs and policies designed by reformers of the Progressive era to those designed by reformers of the New Deal period. Confine your answer to programs and policies that addressed the needs of those living in poverty. 1984 DBQ: President Franklin D. Roosevelt is commonly thought of as a liberal and President Herbert C. Hoover as a conservative. To what extent are these characterizations valid?	The 1984 DBQ (Hoover vs. FDR) is a very difficult assessment that requires some time in class discussion. It necessitates a thorough evaluation of the political spectrum and the placement of Hoover and FDR, both before and after election. It also requires a study of rhetoric v. reality.

UNIT 22: CRISES – FOREIGN AND DOMESTIC (1932-41) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
19. chart and evaluate Franklin Roosevelt’s effort to provide relief and recovery from the Depression. (22, 24, 25, 26) a. identify FDR and the “100 Days.” b. categorize his efforts into “relief, recovery, or reform.” c. identify each of the major pieces of New Deal legislation and its impact. d. recognize the constitutional limits and stretches of the New Deal. e. identify the concept of deficit spending. f. recognize the legislation of the Second New Deal. g. identify and evaluate the effects of deficit spending.	6.1.12.C.9.a, c 6.1.12.A.10.a – c 6.1.12.B.10.a 6.1.12.C.10.a 6.1.12.D.10.d 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11	identify the New Deal by “charting” it, establishing the legislation (and their initial names), the intent, opposition, and overall effects of each.	1983 FRQ: “The economic policies of the federal government from 1921 to 1929 were responsible for the nation’s Depression in the 1930’s.” Assess the validity of this generalization.	Students may use multi-media resources including the Internet for their research.

UNIT 22: CRISES – FOREIGN AND DOMESTIC (1932-41) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>20. analyze the criticisms of the New Deal and evaluate their collective effect on policy. (25, 26)</p> <ol style="list-style-type: none"> identify the arguments of critics of the New Deal. recognize the place the New Deal takes on the political spectrum. identify the American Liberty League and assess their arguments and comments on the New Deal. recognize critics on the political left and note their connection to policy in the second New Deal. 	<p>6.1.12.A.10.a 6.1.12.C.10.b 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>work individually to create a “cube” on an assigned piece of New Deal legislation. Each of the six sides of the cube must contain information that reveals different aspects of the assigned legislation. For example, a student may wish to include graphs of its effects, noted quotes and/or commentary, pictures or political cartoons, etc. Students must include any and all information, neatly and clearly, in order to help their peers understand your piece of legislation. Basically, students will be creating an <i>information cube</i> on a particular aspect of the New Deal. These “cubes” can then be used during class discussions on the New Deal. As a follow-up, students in groups will pass around the cubes or try to categorize them.</p>	<p>Written questions for analysis can include:</p> <ol style="list-style-type: none"> Taken as a whole, does the New Deal represent a revolution or is it an example of evolution? Assess the ideas and solutions offered by radical individuals and groups during the Great Depression. What sort of attention did they attract and why weren’t they more successful? Many historians argue that Social Security, which most Americans see as the ultimate example of modern liberalism, was really a conservative program. Is there any validity to this perspective? 	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 22: CRISES – FOREIGN AND DOMESTIC (1932-41) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
21. assess the short- and long-term effects of the New Deal on African Americans, women, and labor. (24, 25, 26) a. identify the impact of the Wagner Act and the AFL on labor. b. chart the organizational principles and development of the CIO. c. assess the social and political effects of the Depression on blacks and women. d. identify demographic changes that occurred during the 1930's. e. identify changes in the marriage, birth and divorce rates during the Depression.	6.1.12.A.10.a-c 6.1.12.B.10.a 6.1.12.C.9.a, c 6.1.12.C.10.a 6.1.12.D.10.d RH.11-12.1-10 CRP 2, 4, 6-8, 11	use readings and primary sources in jigsaw expert groups to identify and assess the effects of the New Deal on African Americans, women and labor. Share and discuss in large group. Students may use multi-media resources including the Internet for their research.	Teacher observation	Another more long-term assignment is the New Deal "museum" project (see appendix for assignment and rubric)

UNIT 22: CRISES – FOREIGN AND DOMESTIC (1932-41) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
22. assess the reaction by the United States government to the rise of totalitarian governments in Europe and Asia. (23) <ol style="list-style-type: none"> a. identify the Nye Committee. b. recognize the meaning and impact of the Neutrality Acts. c. assess the mood of the American people in the mid-1930's. d. identify events in Europe and Asia between 1936-1940. e. recognize Hitler's Rhineland remilitarization. f. identify America's response to the Spanish Civil War. g. identify Pearl Harbor, its causes and consequences. h. recognize the elements of the undeclared Atlantic war. 	6.1.12.A.11.a, b 6.2.12.B.4.d RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11	outline the American journey from legislative neutrality to declaration of war. Students will work with charts that have two columns, one for international events and the other for American actions/reactions. Students will form small groups. As the teacher identifies and discusses each event, which brought on the war (starting with the invasion of Manchuria in 1931 and ending with Pearl Harbor), the student groups will discuss the American response. After a few minutes the teacher will review their comments and provide actual facts.	<ul style="list-style-type: none"> • 2003 DBQ: Analyze the responses of Franklin Roosevelt's administration to the problems of the Great Depression. How effective were these responses? How did they change the role of the federal government? Use the documents and your knowledge of the period 1929-1941 to construct your essay. • 1998 FRQ: To what extent and why did the United States adopt an isolationist policy in the 1920s and 1930s? 	This chart assignment can be done with very little reading before hand by instructing students to use their knowledge and understanding of American society following the Great War in drawing conclusions. This exercise provides a necessary understanding into cause and effect.

UNIT 23: THE SECOND WORLD WAR (1941 – 1945) - *approximately 11 days***Suggested Reading:** Gaddis Smith, “The Nature of Wartime Diplomacy”

Kennedy, “The Cauldron of the Home Front”

Gaddis Smith, “The Fate of Poland and the Collapse of the Alliance”

ESSENTIAL QUESTION: The United States and World War II – How did the United States make the difference between Allied victory or defeat.

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
23. identify and evaluate the wartime strategies and objectives of the Big Three. (30) a. classify their approach to various aspects of the war. b. identify the results of the Casablanca conference. c. identify the overall allied strategy of “Europe First” and “soft underbelly.” d. recognize the relationship of the allies.	6.1.12.B.11.a 6.1.12.D.11.a 6.2.12.B.4.b RH.11-12.1-10 WHST.1-5, 9, 10 CRP 2, 4, 6-8, 11	after reading “The Nature of Wartime Diplomacy,” work in small groups to complete a chart reflecting the various positions of the Big Three. Students will make three columns - one each for Stalin, Churchill, and FDR and beneath each, students will indicate what each of the men were “concerned” about during and the war (including their thoughts on the post-war). After the teacher reviews their comments (all students should note the desire of the Big Three for post-war security), students will again get together to discuss the effects that these concerns and desires had on their wartime goals and objectives.	1988 FRQ: Why did socialism fail to become a major force in American politics between 1900 and 1940 despite widespread dissatisfaction with the social and economic order and significant support for radical movements during that period?	This powerful and important FRQ is often neglected because it doesn’t easily “fit” into any one unit – but it works well here.

UNIT 23: THE SECOND WORLD WAR (1941 – 1945) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
24. analyze major military affairs in both the European and Pacific Theatres. (30) a. identify changes in weapons and tactics from the Great War. b. identify the turning point of the war (on both fronts). c. identify D-Day and the Battle of the Bulge.	6.1.12.C.11.a, b 8.1.12.E.1 RH.11-12.1-10 CRP 2, 4, 6-8, 11	using maps, timelines and primary source materials, examine major military affairs in both theatres of war and determine their relative impact.	Tests/quizzes	Students may use multi-media resources including the Internet for their research.
25. evaluate the effects of the war on the American “home front.” (28) a. recognize the crack-down on civil liberties. b. identify the “double-V” campaign and Rosie the Riveter. c. recognize the positive effects of the war on the economy. d. identify the Japanese internment and the popular response.	6.1.12.A.11.c 6.1.12.C.11.a 6.1.12.D.11.b, c 8.1.12.E.1 RH.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • use visuals, primary sources and data analysis to determine the social, political and economic impact of the war on the American home front. • participate in a class discussion using materials and documents that show the conversion from a peacetime to wartime economy. In small groups, students will address the following questions: <ol style="list-style-type: none"> 1. <u>To what degree</u> are they different from those during WWI? 2. Do activities during the Second World War suggest the U.S. “<u>learned</u>” from its participation in the Great War? Share with the large group and discuss. 	Tests/quizzes	Students may use multi-media resources including the Internet for their research.

UNIT 23: THE SECOND WORLD WAR (1941 – 1945) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>26. identify the Holocaust and the American reaction to it, both during and after the war. (29)</p> <p>a. identify German policy from the Nuremberg laws to the “final solution.”</p> <p>b. recognize and assess America’s reaction and actions towards Nazi atrocities.</p> <p>c. identify the American reaction (both individual and nation-wide) to the finding of death camps.</p> <p>27. identify the military conclusion to the European war and assess the reasons for the break-down of the alliance with the Soviet Union. (31)</p> <p>a. identify the fate of Poland during and after the war.</p> <p>b. recognize the reasons that eastern Europe became such an issue in the war.</p> <p>c. identify the reasons and results of the Tolstoy talks (Moscow – October 1944).</p> <p>d. identify the Yalta discussions and assess the “betrayal.”</p> <p>e. identify the geopolitical end of the war in Europe and the occupation of Germany.</p> <p>f. identify the creation of the United Nations.</p>	<p>6.1.12.A.11.e 6.1.12.D.11.d, e 8.1.12.F.1 RH.11-12.1-10 WHST.1-10</p> <p>6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.B.5.a RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11</p>	<p>use primary sources such as news articles, video clips, pictures and documents to examine the Holocaust and the American reaction to it.</p> <p>use the chart of wartime concerns, desires and objectives for each of the Big Three and go through the major wartime conferences: Teheran, Moscow, Yalta (and later Potsdam). They will identify and comment briefly on the main topics that were discussed at each. After each one, students will hypothesize on the position each of the Big Three would take on the issues being discussed at each. Teacher will review student comments while assessing the conferences. Student self-assessment will follow.</p>	<p>Write a journal response to this prompt: Did the United States and its allies respond appropriately to the Holocaust?</p> <p>1985 FRQ: During the last four decades, historians consistently have rated Washington, Lincoln, and Franklin D. Roosevelt as the greatest presidents. Assess the greatness of any TWO of these chief executives, <u>making clear the criteria</u> on which you base your judgment.</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 24: THE ORIGINS OF THE COLD WAR (1944 – 1953) - approximately 13 days**Suggested Reading:** Walter LaFeber, “Open Doors, Iron Curtains”

Stephen Ambrose, “War in Asia”

Kennedy, “George Kennan Proposes Containment”

Walter LaFeber, “Two Halves of the Walnut”

William A. Williams, “The Nightmare of Depression and the Vision of Omnipotence”

Kennedy, “The World Through Soviet Eyes”

Walter LaFeber, “Korea: The War for Europe and Asia”

ESSENTIAL QUESTION: Was the Cold War inevitable?

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
28. identify and assess the events from the end of the European War to the bombing of Hiroshima and Nagasaki. (31, 32) a. identify the state of affairs in Eastern Europe at the close of the war. b. recognize events of April 11, 1945. c. identify the military situation in the Pacific Theater, 1941-1945. d. define “island hopping.” e. identify Alamogordo/Trinity.	6.1.12.A.11.d 6.1.12.C.11.b 8.1.12.E.1 RH.11-12.1-10 WHST.1-5, 9, 10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> briefly discuss this central question: Was the A-bomb dropped to end the war or could there have been other considerations? Then, in small groups students will analyze Documents A and B from the 1988 DBQ and use prior knowledge and the documents to develop an argument. in a large group, discuss ways to refute (deal with) the arguments of the document that does not support their argument. Students will address the question: How could you possibly develop a thesis with these two documents so at odds? 	<p>2002 FRQ: Compare and contrast United States foreign policy after the First World War and after the Second World War. Consider the periods 1919-1928 and 1945-1950.</p> <p>1988 DBQ: The United States’ decision to drop an atomic bomb on Hiroshima was a diplomatic measure calculated to intimidate the Soviet Union in the post-Second World War era rather than a strictly military measure designed to force Japan’s unconditional surrender. Evaluate this statement using the documents and your knowledge of the military and diplomatic history of the years 1939 through 1947.</p>	Students may use multi-media resources including the Internet for their research.

UNIT 24: THE ORIGINS OF THE COLD WAR (1944 – 1953) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
29. evaluate the reasons for the destruction of the wartime alliance and the opening of hostilities with the Soviet Union. (31, 32) a. define “atomic diplomacy.” b. recognize Soviet gains from entry into the war. c. recognize the degeneration of relations from 1945-1946.	6.1.12.A.12.a 6.3.12.A.1 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	hold a war crimes trial of Harry Truman. Students will serve as attorneys and witnesses (and the rest will serve as the jury). Students will write a journal response following the trial. Students may use multi-media resources including the Internet for their research.	This will be evaluated using specified criteria.	There are several exercises for the topic of atomic diplomacy. This type of trial enables students to research the evidence as well as better understand the concept of war crimes. This trial will take several days to prepare using primary and secondary source documents.
30. assess efforts for international agreements. (30, 31, 32) a. recognize topics discussed at Potsdam. b. identify efforts to place atomic energy under international control. c. recognize American monopoly on weapons and testing (Operation Paper Clip). d. identify testing/further use.	6.2.12.A.5.a 6.3.12.C.1 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10	participate in an authentic exercise simulating the Truman cabinet’s discussion of options following VE Day in May 1945. Students will be assigned roles and identify problems in the world that need to be addressed and then seek out possible solutions. For homework, students in groups will study and research potential consequences of implementing various solutions.	Written response	Students may use multi-media resources including the Internet for their research.

UNIT 24: THE ORIGINS OF THE COLD WAR (1944 – 1953) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
31. recognize the adoption of containment and its application to events in the early Cold War. (31, 32, 38) a. identify George Kennan. b. define the “iron curtain” and containment. c. recognize and identify the speech known as the Truman Doctrine and assess its implications. d. identify the Marshall Plan and assess its implications and consequences to the American economy. e. identify the Soviet reactions to the plan. f. identify the concept of “limited war.” g. assess the origins of the Korean War, particularly the role of the United Nations. h. recognize the actual and theoretical war powers of the president.	6.1.12.A.12.b, c 6.1.12.B.12.a 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> in small groups, examine primary source documents and secondary sources to trace the development of post-World War II foreign policies, including the Marshall Plan, the Truman Doctrine and the Policy of Containment. then formulate a thesis statement to address the 1984 FRQ based on their findings. 	1984 FRQ: “Harry S Truman was a realistic, pragmatic President who skillfully led the American people against the menace posed by the Soviet Union.” Assess the validity of this generalization for President Truman’s foreign policy from 1945 to 1953.	Students may use multi-media resources including the Internet for their research.

UNIT 24: THE ORIGINS OF THE COLD WAR (1944 – 1953) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
32. identify and evaluate different theories on the origins of the Cold War. (31) <ol style="list-style-type: none"> a. redefine the open door and apply it to the postwar situation. b. identify the realist, revisionist and post-revisionist perspectives. c. recognize the connection between the Depression and early Cold War. d. assess Cold War responsibility. 	6.1.12.A.12.a 6.2.12.A.5.a 8.1.12.A.1 8.1.12.E.1 RH.11-12.1, 2, 7, 9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	create a timeline from 1944 to 1989. Students will identify and place events on the timeline as they discuss them in class. The goal is to identify and evaluate the origins of the Cold War. Students may use multi-media resources including the Internet for their research.	Questions for analysis can include: Although William Appleman Williams is correct that good historians should not concern themselves with placing blame, the exercise isn't totally without merit. Assess blame for the start of the Cold War by analyzing the policies and actions of both the United States and the Soviet Union. Which side deserves greater blame?	To do this activity, use a long brown roll of paper and cover the chalk board (taping up the paper). This timeline can be put up daily (or when appropriate) and will be particularly useful when discussing domestic policy (to see connections).

UNIT 25: THE COLD WAR HEATS UP (1953 – 1961) – approximately 8 days**Suggested Reading:** Walter LaFeber, “A Different Cold War”Christopher Andrew, excerpt on Eisenhower from *For the President’s Eyes Only*

Noam Chomsky, “The Overall Framework of Order”

Stephen Ambrose, “From Hungary and Suez to Cuba

ESSENTIAL QUESTION: How did the Cold War affect US foreign policy after World War II?

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
33. identify the change in administration and party and the effects on foreign policy. (36, 37, 38, 40) a. evaluate the reasons for a change in power in 1952 with the election of Eisenhower. b. assess the role played by John Foster Dulles. c. define and assess the New Look Policy.	6.1.12.A.12.a 6.2.12.A.5.a RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11	examine documents from the 2002 DBQ and analyze in small groups. Analysis will be shared and critiqued by large group. Students will individually develop a thesis statement in response to the DBQ. Student self-assessment will follow.	2002 DBQ: What were the Cold War fears of the American people in the aftermath of the Second World War? How successful did the administration of President Dwight D. Eisenhower address these fears? Use the documents and your knowledge of the years 1948-1961 to construct your response.	

UNIT 25: THE COLD WAR HEATS UP (1953 – 19561) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>34. evaluate Eisenhower’s response to foreign policy events in the 1950’s where the administration perceived a possible spread of Communism (31, 32, 36, 40)</p> <ol style="list-style-type: none"> identify Eisenhower’s role in the ending of the Korean War (1953). identify and assess American foreign policy actions, including the role of the CIA in Guatemala and Iran. analyze the “unleashing” of Chiang and the crisis over Quemoy and Matsu. identify the administration’s response to the Soviet coup in Hungary. identify Sputnik and assess the American reaction in domestic and foreign policy. 	<p>6.1.12.C.12.a, b 8.1.12.A.1 8.1.12.E.1 RH.11-12.1, 2, 7, 9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> create a timeline on the board and identify the major world events from 1953 to 1961, including the coups in Iran and Guatemala, the conquest of Dien Bien Phu, the Quemoy/Matsu Crisis, the Suez Crisis, the Soviet coup in Hungary, the launching of Sputnik, the Berlin crisis, the Cuban Revolution, and the U-2 crash. discuss the Eisenhower presidency by identifying his current ranking as one of the ten best Presidents and discuss his foreign policy approach (the New Look), his concerns and desires. Small groups of students then will be assigned one of the above events. Using their knowledge of Eisenhower, students will identify the event, the American reaction and Eisenhower’s handling of the situation. (This can be a short-term class assignment or a long-term project). 	<p>1981 FRQ: Why did United States foreign policy after the Second World War (1945-1960) take a different direction from that after the First World War (1918-1939)? Give approximately equal attention to both periods.</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 25: THE COLD WAR HEATS UP (1953 – 1961) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>36. evaluate the relationship between the U.S. and the U.S.S.R. at the end of Eisenhower’s administration as well as its effect on the American economy. (37, 38, 40, 42)</p> <ol style="list-style-type: none"> identify the U-2 Incident and its effects on the summit. identify Eisenhower’s message in his farewell address. assess the Cold War in the period, 1945-1960. 	<p>6.1.12.A.12.a, b, c 6.1.12.C.12.a 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> use primary source materials and readings to examine events related to the relationship between the United States and the USSR at the end of Eisenhower’s administration. analyze how “hot” and “cold” the Cold War was between 1945-1960 using a timeline of events and a thermometer for each event. This would be followed by large group discussion as students defend their choices. 	<p>Questions for analysis could include: Many historians rank Eisenhower as one of our best foreign policy Presidents. While he did handle many crises and avoided open warfare, some would argue that his presidency should generally be seen as a failure because he left many problems for the next president (Kennedy) to take care of. Do you agree? Or should Eisenhower’s ranking remain solidly positive?</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 26: TO THE BRINK AND BACK (1961 – 1975) – approximately 10 days

Suggested Reading: Steven Ambrose, “Kennedy and New Frontiers”
 Steven Ambrose, “Vietnam: Paying the Cost of Containment”
 Steven Ambrose, “Nixon, Détente, and the Debacle in Vietnam”
 George Herring, “On the Tiger’s Back”

ESSENTIAL QUESTION: Was US foreign policy successful from 1961-1975?

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
37. evaluate the foreign policy successes and failures of John F. Kennedy’s administration. (41) <ol style="list-style-type: none"> compare Kennedy’s policies to Eisenhower’s. identify the Peace Corps and flexible response. identify CIA attempts on Castro following the Bay of Pigs. assess Kennedy’s success in Vienna in 1962. identify the Executive Committee members and the options they discussed. identify the consequences of the missile crisis. 	6.1.12.A.12.a 6.1.12.D.15.b RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11	discuss the events prior to the Cuban Missile Crisis then examine the U-2 photographs. Students will play the roles of key advisors of the assembled Executive Committee. (This can be expanded by giving a few days for research on characters.) Then the students will discuss options to the missiles. As they are discussing options, notes will come in informing them of changes in the situation as they developed. The Executive Committee will present the president with options in large group discussion. Students will compare these to the actual options. A written response will follow.	2004 FRQ: Analyze the successes and failures of the United States Cold War policy of containment as it developed in TWO of the following regions of the world during the period 1945 to 1975: <ol style="list-style-type: none"> East and Southeast Asia Europe Latin America Middle East 	This role-play activity on the Cuban Missile Crisis works best if they have not yet read about the conclusion of the crisis – but it works well either way.

UNIT 26: TO THE BRINK AND BACK (1961-1975) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>38. assess the origins of the American involvement in Indochina. (40, 41, 42, 43)</p> <ol style="list-style-type: none"> identify the American relationship with Ho Chi Minh from the Great War to the end of World War II. recognize Ho Chi Minh and the Vietminh. identify the reasons President Truman sought to aid the French. distinguish between the objectives of the French and the American policymakers and advisors. define “nation building.” identify the growing insurgency, including the creation of the National Liberation Front (NLF). 	<p>6.1.12.A.12.a, b, c RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11</p>	<p>conduct a timeline analysis of 29 events from 1945-1975 dealing with the United States and Vietnam. Included in this will be lecture, large group discussion, small group discussion, analysis and drawing conclusions. the events are:</p> <p>U.S. begins most intense bombing of the war, N.L.F. organizes in South Vietnam against government, U.S. begins aiding the French in Indochina, number of American “advisors” hits 16,000, Kent State University massacre, Gulf of Tonkin Incident, Nixon begins Vietnamization, ARVN troops begin to replace U.S. troops, Johnson “escalates” the war, U.S. begins bombing raids on North Vietnam, Congress passes Tonkin Gulf Resolution, U.S. stops scheduled elections, U.S. installs Ngo Dinh Diem as leader, Ho Chi Minh proclaims independent Vietnam, number of American troops reaches 550,000, peace negotiations in progress, American “troops” are completely gone, Paris Peace Accords are signed, Saigon is evacuated, Indochina War, TET offensive - big victory by Viet Cong, America adopts a policy of “nation-building,” French attempt to regain Indochina colony, Ho Chi Minh sends letters to U.S. asking for help, French lose at Dien Bien Phu, Gerald Ford asks Congress to aid S. Vietnam, Invasion of Cambodia, North Vietnam launches all-out attack on S. Viet., Civil war between N and S, without U.S. help.</p>	<p>1999 FRQ: Assess the success of the United States policy of containment in Asia between 1945 and 1975.</p>	<p>Introduce the 29 events from the period 1945-1975. Four of these events (the ones in boldface) are the dividing events between the four main periods of the Vietnam War (A: 1950-54, B: 1954-64, C: 1964-69, D: 1969-73, E: 1973-75). Cut out the events and place them on the time-line in order. It would probably be a good idea to place the bold events first.</p>

UNIT 26: TO THE BRINK AND BACK (1961 – 1975) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>39. evaluate the reasons for the change in Vietnam policy to escalation and evaluate the consequences both at home and abroad. (43)</p> <ul style="list-style-type: none"> a. identify the Gulf of Tonkin incident and resolution. b. recognize the change in American policy. c. identify the escalation of American forces and their purpose in South Vietnam. d. define “search and destroy.” e. recognize LBJ’s shift in policy up to the election of 1968. 	<p>6.1.12.D.12.d, e RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11</p>	<p>continue the timeline analysis of 29 events from 1945-1975 dealing with the United States and Vietnam. Included in this will be lecture, large group discussion, small group discussion, analysis and drawing conclusions.</p>	<p>1992 FRQ: In 1945, Winston Churchill said that the United States stood at the summit of the world. Discuss the developments in the thirty years following Churchill’s speech, which called the global preeminence of the United States into question.</p>	
<p>40. assess the Nixon administration’s war policy and the eventual end of the war.</p> <ul style="list-style-type: none"> a. identify changes in foreign policy after the election of 1968. (44) b. define Vietnamization. c. recognize Nixon’s reputation and assess. d. identify the Paris Peace Accords. e. recognize the actions by Ford up to the Fall of Saigon. f. identify consequences of the war on American policy. 	<p>6.1.12.D.12.d, e RH.11-12.1-10 WHST.11-12.1-5, 9, 10 CRP 2, 4, 6-8, 11</p>	<p>continue the timeline analysis of 29 events from 1945-1975 dealing with the United States and Vietnam. Included in this will be lecture, large group discussion, small group discussion, analysis and drawing conclusions. This will be followed by student self-assessment.</p>	<p>Write a 2-4 page essay: To what extent did the policies President Nixon employed in Vietnam bring the United States “full circle” - back to the policies of Dwight Eisenhower and John F. Kennedy?</p>	

UNIT 27: END OF THE COLD WAR, RESTART OF THE OLD WAR (1974 – 1989) - approximately 5 days**Suggested Reading:** LaFeber, “From Cold War to Old War”

Ambrose, “Bush and the End of the Cold War”

ESSENTIAL QUESTION: The end of the Cold War: How and why?

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
41. identify and evaluate the post-Vietnam War foreign policies of Gerald Ford, Jimmy Carter and Ronald Reagan. (52, 53, 54) a. identify the policy failures and successes of Ford and Carter. b. identify Reagan’s economic policies (Reaganomics) and their relation to foreign policies. c. define “star wars” (SDI). d. identify Central American policy during Reagan’s first term. e. recognize Low Intensity Conflicts (LICs) as a means of foreign policy. f. assess containment policy in Central America. g. identify the Reagan-Gorbachev nuclear disarmament talks.	6.1.12.D.12.c 8.1.A.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	using primary and secondary sources, list the foreign policies of Ford, Carter and Reagan and evaluate the relative success of each. Students may use multi-media resources including the Internet for their research.	Written response to debate.	

UNIT 27: END OF THE COLD WAR, RESTART OF THE OLD WAR (1974 – 1989) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>42. analyze the reasons for the end of the Cold War. (52, 53, 54, 55)</p> <p>a. identify at least five reasons for the end of the Cold War.</p> <p>b. recognize at least three consequences of the end of the Cold War.</p> <p>c. decide the victor of the Cold War.</p> <p>d. identify changes in international relations following the Cold War.</p>	<p>6.1.12.A.16.a 6.2.12.A.5.a 6.2.12.B.5.b 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>read excerpts from the historian, Stephen Ambrose, who identifies and discusses five main reasons for the demise of the Cold War. Those main reasons are:</p> <ol style="list-style-type: none"> 1. Four decades of Patient Containment by NATO and the United States 2. The burden of the arms race 3. Eastern Europeans and their refusal to abandon hope of “freedom” 4. Communism is a “rotten” system. 5. Gorbachev’s reforms and relaxing of political and economic controls in Eastern Europe <p>(in small groups) discuss these reasons and then rank them in order from “most important” to “least important” being able to defend their results. When they are finished the arguments of each group will be identified on the board. (Groups may respond and debate with each other.) This will be followed by student self-assessment.</p>	<p>Questions for analysis could include:</p> <ol style="list-style-type: none"> 1. Most historians agree that the Cold War was essentially over by 1989 with the destruction of the Berlin Wall and the collapse of the Soviet empire. Who or what deserves <u>primary</u> credit for ending the Cold War? (You may choose one of Ambrose’s causes or go “off-the-board” and come up with your own.) 2. It has been argued by some historians that the 20th century is best viewed as starting in 1914 and ending in 1989. This argument basically holds that WWI, WWII, and the Cold War are smaller conflicts of one “long” world war, which began with the explosion of nationalism in Europe (and the Balkans), which precipitated World War I and ended with another explosion of nationalism in the Balkans (Yugoslavia War) in 1989. Make an argument and provide evidence supporting or refuting this view of the 20th century. (Whether you agree or disagree, the role of nationalism should be tackled in your answer.) 	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 27: END OF THE COLD WAR, RESTART OF THE OLD WAR (1974 – 1989) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
43. assess foreign policy issues and objectives after the end of the Cold War. (57)	6.1.12.D.15.a 6.2.12.B.5.b 8.1.12.E.1 RH.1-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	work in jigsaw groups to evaluate primary and secondary sources dealing with foreign policy issues and objectives after the Cold War. Students will determine whether stated goals coincide with governmental policies and actions. Students may use multi-media resources including the Internet for their research.	Written response Teacher-created quiz	

UNIT 28: POST-WAR SOCIETY AND CHANGE (1945 – 1961) – approximately 8 days

Suggested Reading: James Patterson, “Red Scares Abroad and at Home”
James Patterson, “Booms”

ESSENTIAL QUESTION: Were the ‘50’s fabulous?

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>44. evaluate the nature and degree of political and economic change during and immediately following World War II. (31, 36)</p> <p>a. identify the demobilization of American troops after World War II.</p> <p>b. recognize economic changes following the war, including those taken by Truman.</p> <p>c. identify Truman’s fears and problems following the end of World War II.</p>	<p>6.1.12.A.11.a 6.1.12.C.12.a. c, d 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>use newspaper articles, magazine and journal articles, and the recollections of Americans who were around in the 1950’s, to answer the following question: How different was life in the 1950’s from today? Students should be sure to reflect on foreign as well as domestic issues. (See appendix for full assignment with rubric)</p>	<p>Questions for analysis might include:</p> <p>1. In identifying the hunt for subversives, Patterson de-scribes the activities of Hoover and the FBI, the postwar fears of the American people, President Truman, HUAC, and Senator McCarthy (among other minor characters). From your reading and understanding, who (or what) was <u>most responsible</u> for the Red Scare of the post-war years?</p> <p>2. With McCarthy’s poor character (as described by numerous historians and observers), how could he have been so successful in scaring the American people and destroying so many lives? Consider, for example, the efforts of the Tydings Committee.</p>	<p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 28: POST-WAR SOCIETY AND CHANGE (1945 – 1961) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>45. identify and analyze the rise of an anti-communist political movement following World War II. (32, 36)</p> <ul style="list-style-type: none"> a. identify the candidates and issues in the election of 1948. b. recognize the rise of anticommunism as an American issue. c. recognize Richard Nixon, Alger Hiss, and Julius and Ethel Rosenberg. d. identify McCarthy and his impact. e. recognize his tools and the fears he played on. f. identify the nuclear fears of the period. 	<p>6.1.12.D.12.b 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>use primary source documents to compare the Red Scare after World War I to McCarthyism in the 1950's. Students may use multi-media resources including the Internet for their research.</p>	<p>1997 FRQ: How do you account for the appeal of McCarthyism in the United States in the era following the Second World War?</p> <p>(2-4 page essay): Analyze the ways in which the anti-communist crusade of the late 1940's and early 1950's affected THREE of the following:</p> <ol style="list-style-type: none"> 1. domestic politics 2. labor movement 3. civil liberties 4. foreign policy 	

UNIT 28: POST-WAR SOCIETY AND CHANGE (1945 – 1961) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>46. note and assess the temper of society and changes in mores and values following World War II. (35)</p> <ul style="list-style-type: none"> a. identify the GI Bill and its effects on American society. b. recognize the reasons for the suburban movement, including New Deal actions (FHA). c. recognize racial factors in the suburban movement. d. identify the role of the sexes in the 1950's. e. recognize and identify the Kinsey Report. f. assess “myth” vs. “reality” in the 1950's. 	<p>6.1.12.A.10.b 6.1.12.B.13.a 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>complete an “images” project: The primary task is to draw conclusions on the similarities and differences between the 1950's and today on a particular aspect of our lives. Students will choose a partner. Their task is to find ‘images’ of the 1950's and compare them with images from today. They will then create a comparison collage and give a presentation on their conclusions while showing these “images” to the class.</p> <p>The first step of this project will require students to scan through various magazines from 1945 to 1960 to find advertisements (pictures) on a topic of your choosing (e.g., ladies’ fashions or leisure activities).</p> <p>For the second step of this project students and their partners will need to cut out advertisements on the same topic from newspapers and magazines today.</p> <p>The final step requires the partners to create a collage of these pictures, study them, and come up with at least three (3) conclusions on the similarities and differences between the 1950s and today. They will present those conclusions to the class in about one week.</p>	<p>2003 FRQ: Compare and contrast United States society in the 1920s and 1950s with respect to TWO of the following: Race relations, Role of Women, Consumerism</p>	<p>The media center has dozens of magazines from the 1950's with all sorts of advertisements. These pictures give a snapshot of what life was like in that time. Eventually, students will need to photocopy 4 or 5 ads of their choice.</p> <p>Students may use multi-media resources including the Internet for their research.</p>

UNIT 28: POST-WAR SOCIETY AND CHANGE (1945 – 1961) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
47. evaluate the origins of the modern movement for Black civil rights. (8, 48) a. identify Supreme Court decisions since the 1930's to <i>Brown v. Board of Education</i> that weakened Jim Crow. b. recognize the effect of World War II on popular protest. c. identify the groups that pushed for racial change. d. identify the causes and consequences of the Montgomery Bus Boycott.	6.1.12.A.13.a, b 6.1.12.C.13.a 6.1.12.D.13.a, b 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	use primary source materials to analyze the origins of the Civil Rights Movement. Results will be presented to large group and discussed. Students may use multi-media resources including the Internet for their research.	Written response	

UNIT 29: REVOLUTION AND COUNTER-REVOLUTION (1960 – 1975) – approximately 17 days

Suggested Reading: Patterson, “Race”
 Manning Marable, “We Shall Overcome”
 Manning Marable, “Black Power”
 Kennedy, “The Politics of Protest in the 1960’s”
 Patterson, “A Great Society and Rights Consciousness”
 Kennedy, “The Feminist Movement”

ESSENTIAL QUESTION: What was protest about?

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
48. identify and evaluate the reasons for the development of a popular protest movement for racial justice in the early 1960’s and identify their goals and methods as well as the successes and failures in the early 1960’s. (8, 46, 48) a. recognize the Southern Christian Leadership Conference (SCLC) and the Student Non-violent Coordinating Committee (SNCC) and their goals. b. identify the Congress of Racial Equality (CORE) and the freedom rides. c. identify goals, strategies and support in this early part of the 1960’s. d. recognize Project C in Birmingham. e. recognize the antecedents of the March on Washington. f. identify the elements of the 1964 Civil Rights Act and 1965 Voting Rights Act. g. recognize SNCC’s focus in Mississippi Freedom Summer and its effects and consequences.	6.1.12.A.13.b 6.1.12.C.13.a, c 6.1.12.D.13.a-c 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	view segments of <i>Eyes on the Prize</i> , use readings and primary sources to identify goals and strategies, and evaluate the relative success of civil rights groups, including SCLC, SNCC and CORE. Students will meet in small groups and share their findings with the large group. Class discussion will follow.	2002 FRQ: How did the African-American civil rights movement of the 1950’s and 1960’s address the failures of Reconstruction? 2000 FRQ: Discuss, with respect to two of the following, the view that the 1960s represented a period of profound cultural change: 1. education 2. music 3. gender roles 4. race relations	Students may use multi-media resources including the Internet for their research.

UNIT 29: REVOLUTION AND COUNTER-REVOLUTION (1960 – 1975) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
49. assess the period and reasons for a popular shift in goals and methods of the civil rights movement. (8, 46, 48)	6.1.12.A.13.b 6.1.12.C.13.a, c 6.1.12.D.13.a-c 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	work in groups (or research) to analyze various changes in society (they can reflect on Progressive Movement assignment from earlier in the year). Students will identify decisions of the Executive and Legislative branches including Truman's military desegregation order and various court cases (especially <i>Brown</i>), then discuss the bus boycott and sit-ins. Students may use multi-media resources including the Internet for their research.	1995 DBQ: Analyze the changes that occurred during the 1960's in the goals, strategies, and support of the movement for African American civil rights. Use the documents and your knowledge of the history of the 1960's to construct your response.	Identify the concept of change from above v. change from below. After a while, begin discussing the sources of change – what motivates a society to change? This activity should serve as a good thought-provoker for this entire unit.

UNIT 29: REVOLUTION AND COUNTER-REVOLUTION (1960 – 1975) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
50. analyze the movement in the late 1960's and the possibility that it ended. (8, 46, 48) a. recognize SCLC's move to the North and the use of non-violence in Chicago. b. identify the Poor People's Campaign. c. recognize the riots and their causes. d. identify forced bussing and affirmative action cases. e. identify the Kerner Commission and its work.	6.1.12.A.13.b 6.1.12.C.13.a, c 6.1.12.D.13.a-c 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	apply readings and research to analyze the documents for the 1995 DBQ on the Civil Rights Movement. Students may use multi-media resources including the Internet for their research.	Written response	The documentary series, <i>Eyes on the Prize I and II</i> , are outstanding resources for this unit. <i>Eyes I</i> traces the movement from the early 1950's through the Selma March in 1965. <i>Eyes II</i> charts the movement as it begins to change and many younger members become frustrated with the methods of Dr. King through the 1980's.

UNIT 29: REVOLUTION AND COUNTER-REVOLUTION (1960 – 1975) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
51. analyze the youth movement of the period and distinguish it from the counterculture. (45, 48, 49, 50) a. identify the Port Huron statement (1962). b. recognize the anti-war movements of the late 1960's. c. identify the counterculture. d. discuss the end of the youth movement.	6.1.12.D.12.d, e 8.1.12.A.1 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	represent various individuals in the struggle for racial equality for a conference in the current year to address contemporary problems and consider solutions. Students will be assigned roles of living and dead figures as far back as the 19 th Century, including conservative roles like George Wallace. Students will meet in an assembly setting, elect a president, and proceed to identify problems and develop some kind of plan to address the main problems of today. This will be followed by student self-assessment. Students may use multi-media resources including the Internet for their research.	1998 FRQ: 1968 was a turning point for the United States. To what extent is this an accurate assessment? In your answer, discuss TWO of the following: 1. National politics 2. Vietnam War 3. Civil rights This activity will be evaluated using specified criteria and rubrics.	This is one good, long-term activity.

UNIT 29: REVOLUTION AND COUNTER-REVOLUTION (1960 – 1975) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
52. Analyze other minority movements for increased civil rights. (48, 50) a. identify the roots of N.O.W. b. assess the constitutional foundations for <i>Roe v. Wade</i> . c. identify the American Indian Movement (A.I.M.) and assess their successes and failures.	6.1.12.A.13.b 6.1.12.D.13.a, b, c 8.1.12.A.1 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	in small groups, investigate one of the topics assigned: N.O.W., <i>Roe v. Wade</i> , A.I.M., assessing their successes and failures. Large group discussion will follow. Students may use multi-media resources including the Internet for their research.	1993 FRQ: Describe THREE of the following and analyze the ways in which each of the three has affected the status of women in American society since 1940: 1. changing economic conditions 2. rebirth of an organized women’s movement 3. advances in reproductive technology 4. persistence of traditional definitions of women’s roles 2004 ALT FRQ: “Between 1960 and 1975, there was great progress in the struggle for political and social equality.” Assess the validity of this statement with respect to TWO of the following groups during that period: 1. African Americans 2. Asian Americans 3. Latinos 4. Native Americans 5. Women.	

UNIT 29: REVOLUTION AND COUNTER-REVOLUTION (1960 – 1975) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
<p>53. evaluate the changing role of the federal government, the increase in rights consciousness and the constitutional interpretations of the Warren Court. (47)</p> <ol style="list-style-type: none"> identify the Great Society and its programs. identify Earl Warren and the “court.” identify at least four of the major rights cases of the period. assess the concept of “judicial activism.” define incorporation and apply this concept to the due process cases of the Warren Court. 	<p>6.1.12.A.13.b 8.1.12.A.1 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>create a timeline from 1945 to 1975, indicating years. Students will break into five groups and will be assigned the following: Black, New Left & Counterculture, Women, Native Americans, and Environment. Each group will spend 10 minutes identifying major points in their particular assigned group. Each group will come to the board, and, in a certain colored marker, identify the events on the timeline. When all five groups are finished, they will discuss how the various groups interacted and related to the other. Students may use multi-media resources including the Internet for their research.</p>	<p>1992 FRQ: In what ways did the Great Society resemble the New Deal in its origins, goals, and social and political legacy? Cite specific programs and policies in support of your arguments.</p>	<p>Tape to the chalkboard some long brown “packing” paper to serve as a timeline. Use black marker to create timeline</p>

UNIT 29: REVOLUTION AND COUNTER-REVOLUTION (1960 – 1975) (continued)

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
54. analyze the causes and strength of the conservative counterrevolution that swept Richard Nixon into office in 1968. (44, 51, 45, 48) a. define conservative counter-revolution and identify it on the political spectrum. b. identify the candidates and events of the election of 1968. c. recognize the reasons for George Wallace’s electoral successes and Richard Nixon’s victory. d. identify Nixon’s role in attacking the popular rebellion.	6.1.12.D.12.d, e 8.1.12.A.1 8.1.12.E.1 RH.11-12.1-10 WHST.11-12.1-5 CRP 2, 4, 6-8, 11	create a chart of issues and events leading to the presidential election of 1968 and evaluate the impact of these. Students may use multi-media resources including the Internet for their research.	Written response	

UNIT 30: A BRIDGE TO THE 21ST CENTURY (1975 – PRESENT) – approximately 7 days**Suggested Reading:** Heilbroner, “From Postwar Boom to Postwar Inflation”

Galbraith, “The Reagan Achievement”

ESSENTIAL QUESTION: How did we get from there to here?

OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Students will be able to:		Students will:		
55. identify and analyze the growing economic problems from the 1960’s to the present. (51, 53, 56, 57) a. review the post-war economic situation. b. identify the policy failures and successes that led to the severe inflation of the 1960’s/1970’s. c. assess the degree and nature of poverty.	6.1.12.C.14.a, c 6.1.12.C.12.d 6.1.12.C.14.c RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	participate in an <u>Economic Choices Lesson</u> : Discuss possible fiscal and monetary policies, and then move into small groups. Students will play the role of policy-makers and respond to certain situations (listed below). Students will decide upon an appropriate fiscal and/or monetary policy action(s) for each situation. Students must defend choices. <u>Fiscal choices</u> A. raise taxes B. lower taxes C. increase government expenditures D. decrease government expenditures <u>Monetary choices</u> E. raise interest rates F. lower interest rates G. do nothing <u>Situations</u> 1. Unemployment rates are generally pretty high and the major price indexes have been stable. 2. The economy has been operating at full employment with stable prices, when President Bush deploys American troops into Iraq in what could very well be a long, drawn-out war.	Questions for analysis could include: Many historians identify a major expansion of federal social and economic programs starting in the 1930’s and continuing into the early 1970’s (with some intermittent breaks along the way). Much of this is the result of Democratic policies with programs that grew from New Deal liberalism, echoing the belief that the federal government was somewhat responsible for the welfare of the American people and the power of the government should be used to make society better and more equitable. How and why are these liberal beliefs and programs attacked by the conservative revolution that swept Ronald Reagan into office in 1980?	

UNIT 30: A BRIDGE TO THE 21ST CENTURY (1975 – PRESENT) (continued)

<p>OBJECTIVES Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p>STANDARDS</p>	<p>SUGGESTED ACTIVITIES</p>	<p>EVALUATIONS/ ASSESSMENTS</p>	<p>TEACHER NOTES</p>
<p>Students will be able to:</p>		<p>Students will:</p>		
<p>56. evaluate the economic and political actions and beliefs of the conservatives who came to power in the Reagan years. (52, 53, 54, 55) a. identify the conservative opposition to the Great Society. b. recognize Reagan’s domestic agenda and spending priorities. c. identify the political base of conservative electoral success.</p>	<p>6.1.12.A.10.b 6.1.12.A.16.c 6.1.12.B.14.b 6.1.12.C.14.a 8.1.12.F.1 RH.11-12.1-10 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<p>use primary sources and readings to identify the economic and political actions and beliefs of Reagan Conservatives. They will evaluate the short- and long-term impact these had (in small and large group). Students may use multi-media resources including the Internet for their research.</p>	<p>Written response</p>	
<p>57. identify partisan concerns and arguments since the end of the Reagan administration. (56, 57) a. recognize the political and societal events that allowed Bill Clinton to defeat George H. W. Bush. b. identify major policy initiatives, successes and failures of the Clinton administration. c. identify the forces which swept George W. Bush into office in 2000.</p>	<p>6.1.12.D.12.c 8.1.12.E.1 CRP 2, 4, 6-8, 11</p>	<p>use news articles and other primary sources to identify significant issues and events from 1988 to the present. Students may use multi-media resources including the Internet for their research.</p>	<p>Written response</p>	

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<http://www.loc.gov/>

Home page for the U.S. Library of Congress – contains thousands of documents and rich historical material.

<http://historymatters.gmu.edu/>

Mainly a resource for teachers – provides lesson ideas, documents and research materials.

<http://www.digitalhistory.uh.edu/>

Thousands of primary sources for teachers and students which includes excerpts from history textbooks

<http://www.pbs.org/>

Help for the classroom teacher as well as information about their educational programs

<http://www.lessonplanet.com/>

A website created and run by a California company dedicated to providing interesting and exciting lesson plans for teachers of all subjects

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<http://www.ellisland.org/>

A comprehensive database of the 25 million immigrants that passed through Ellis from 1892 to 1924

<http://www.nationalgeographic.com/maps/>

A wonderful reference for geography – finds and creates maps

<http://home.comcast.net/~dboals1/boals.html>

One of the best all-around sites for general information and lesson planning for history teachers

<http://www.politics1.com/parties.htm>

A comprehensive directory of U.S. political parties, their history and current listings

www.nytimes.com

The New York Times online

<http://www.politicalindex.com>

Connections to local, state and national candidates, elections, online news sources and political parties. Also has classroom simulations.

www.firstgov.gov/

Provides "all needed government information," including federal agencies and educational materials as well as links to other key government sites.

<http://thomas.loc.gov/>

Updated and maintained by the U.S. Congress, this site is a searchable database of House and Senate bills, including summaries of pending legislation.

<http://www.findlaw.com/casecode/supreme.html>

Contains full or abbreviated text of all Supreme Court decisions since 1906

<http://www.fec.gov>

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Eyes on the Prize II: America at the Racial Crossroads. PBS, 1990. Eight episodes from 1965-1985.

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500 Nations. Jack Leustig, 1995. Eight Volume set.

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Reconstruction: The Second Civil War. Paramount Home Video, 2005.

New York: A Documentary History. Dir. Rick Burns. Paramount, 2004. Eight episodes, DVD Box set.

APPENDIX A

SAMPLE AUTHENTIC ASSESSMENT/RUBRICS

SAMPLE AUTHENTIC ASSESSMENTS**AMICUS BRIEF ASSIGNMENT**

page 1 of 3

Write a 1-2 page legal brief (position paper) to the Supreme Court prior to its hearing of the case of *Schenck v. U.S.* (1919) (OR ANY OTHER APPLICABLE CASE). Your brief should clearly indicate your position on Schenck's guilt or innocence and the constitutional reasons, as well as moral or political reasons for your position.

In the *Oxford Companion to the Supreme Court*, an amicus curiae brief is explained as “a paper filed by someone not party to a case but interested in the legal doctrine to be developed. These briefs almost invariably align themselves with one of the parties. Amicus briefs are potentially important because they can bring to the court's attention legal arguments and perspectives different from the parties' views.”

Consider the following:

1. I don't expect you to know the legal intricacies of briefs - you are not lawyers. However, according to lawyers, the main point of such a brief is to identify the main facts of a case while making and developing strong arguments (about a law or the guilt or innocence of someone) using an interpretation of the constitution, laws, previous court decisions, and, occasionally, moral and political arguments.
2. Solid answers will be possible by using your knowledge and interpretation of the constitution as well as your understanding of American ideology and politics to develop an argument. Superior responses may necessitate some research into relevant laws and/or previous court decisions. Remember that you are not focusing on Schenck's guilt or innocence but mainly on the underlying question of the constitutionality of the Espionage (and Sedition) Act. Remember that Schenck was already convicted in a Federal District Court (16 months before his appeal reached the Supreme Court). It is this appeal to the Supreme Court that we are considering. Thus, the parties (prosecution and defense) are focusing on the Constitutionality of the law itself. Schenck and the Defense are appealing on the grounds that the law is unconstitutional and therefore the lower court's conviction should be overturned. The Prosecution (i.e. the U.S. Justice Department) is arguing that the law is constitutional and therefore Schenck's conviction should be upheld.
3. Remember that you can study the actual case. You should not only read as much as you can about the Espionage Act, the government's intent in passing that act, and Schenck's actions that landed him in trouble, but also feel free to find and study that actual text of the case, the arguments by the defense and prosecution, and the Court's decision. Of course, this is evidence and material that wasn't available (in reality) 'prior' to the Supreme Court case, but you are free to consider it and take ideas from it.
4. Please remember that you are writing this as if the Supreme Court has not heard the case yet. Thus, don't refer to arguments made before the Supreme Court in your paper. You can, of course, refer to arguments made during the hearing in the Federal District Court (if you can find them), but you don't have to.

AMICUS CURIAE BRIEF ASSIGNMENT**page 2 of 3****FACT SHEET AND RUBRIC****FACT SHEET**

The facts below represent the very basics that even a cursory look into the case would reveal.

- ✓ Charles Schenck was the general secretary of the Socialist party at the time of his arrest
- ✓ Schenck personally printed (15,000) leaflets arguing that conscription (the draft) violated the 13th amendment and urging those drafted into the U.S. military to resist and challenge the law.
- ✓ He was convicted in a Federal District court of violating the Espionage Act (1917), which set penalties of up to \$10,000 and 20 years in prison for those who gave aid to the enemy, incited or tried to incite insubordination, disloyalty, or refusal to serve in the armed forces, or who circulated false reports and statements intended to interfere in the war effort.
- ✓ Attorneys for Schenck defended his actions mainly on the basis of his 1st amendment rights.
- ✓ You shouldn't include it in your paper, but you should also be aware of Chief Justice Holmes' opinion that all speech is not protected from government actions. He compared Schenck's actions in a time of war to someone shouting "fire" in a crowded theater as an example of speech not protected by the 1st amendment.

RUBRIC**5**

- Your brief makes and develops a strong argument(s) for Schenck's guilt or innocence by focusing on the underlying issue of the constitutionality of the Espionage (and Sedition) Act.
- In-depth application of your knowledge and interpretation of the Constitution as well as your understanding of American ideology and politics. Paper reveals a certain "creativity" with the Constitution.
- Brief indicates that you thoroughly read about the Espionage Act, the government's intent in passing that act and Schenck's actions, and perhaps even the actual text of the case, the arguments by the defense and prosecution, and the Court's decision.
- You follow directions. That is, you are writing from the perspective that the court hasn't heard the case yet.
- There are no major errors. Grammar and punctuation are fine and facilitate the argument being made.

4

- Your brief makes and develops an argument(s) for Schenck's guilt or innocence by focusing on the underlying issue of the constitutionality of the Espionage (and Sedition) Act.
- Some in-depth use of the constitution and your understanding of American ideology and politics. Paper may not reveal a great deal of creativity with the Constitution, but does indicate a basic understanding of that document.
- Brief indicates that you are familiar with the Espionage Act, the government's intent in passing that act, and Schenck's actions, and perhaps even the actual text of the case, the arguments by the defense and prosecution, and the Court's decision.
- You follow directions. That is, you are writing from the perspective that the court has not heard the case yet.
- There are no major errors. Grammar and punctuation are fine and facilitate the argument being made.

AMICUS CURIAE BRIEF ASSIGNMENT**page 3 of 3****Rubric (continued)****3**

- Your brief makes and develops an argument(s) for Schenck’s guilt or innocence, but that argument MAY be somewhat unclear OR you may not be focusing on the issue of the law’s constitutionality.
- Use of the Constitution reveals that you have a basic understanding of that document, American ideology and politics. You may not explore the constitutional issues in depth, but to some extent the 1st amendment is explored, OR other aspects are covered, but superficially.
- Brief indicates that you are aware of only the very basics of the Espionage Act and Schenck’s actions and that you may not understand the government’s intent with that law. Comments indicate that you did not look into the actual case (but this is only a problem if your paper has limited arguments – and you neglected this available source of others).
- Some arguments may appear more as opinions - you may not be fully developing the Constitutional or historic reasons for your arguments.
- Some problems following directions. You may have written from the wrong perspective (although still a good paper), or there may be other directional issues (length, font, spacing, etc.).
- There may be some errors, including, possibly grammar and punctuation problems that distort meaning.

2

- Your brief makes an argument(s), but it may be unclear, improperly focused, or underdeveloped.
- Your use of the Constitution reveals possible problems with your understanding of that document and its meaning.
- Your arguments may be mainly based on opinion (rather than interpretation of the Constitution or explanation of American ideology and politics), OR you may explore very few arguments, OR the arguments that you do mention are unclear or undeveloped.
- Brief indicates that you may not be aware of the facts surrounding the Espionage Act and Schenck’s actions, as well as the government’s intent.
- You may have ignored directions (to a substantial degree) and errors may impact on the argument(s) you are making

1

- Argument is completely unclear, inappropriate, or inadequate.
- Little to no reasonable use of the Constitution, OR comments reveal a very limited understanding of that document.
- Your arguments may be superficial, completely unclear or unsupported, or based entirely on opinion
- No indication that you are aware of the facts surrounding the Espionage Act, Schenck’s actions, and the government’s intent.
- May be poor work following directions and substantial errors.

APPENDIX B

ADDITIONAL ASSESSMENTS/RUBRICS

NEW DEAL MUSEUM

page 1 of 2

Every student in the class is assigned one particular New Deal program (for example, the AAA, CCC, or WPA). In under a week, each student is responsible for creating an “exhibit” that visually displays the primary aspects of the program, why it was needed, how it worked, what it was supposed to do, and finally what it did (may be the same as what it was supposed to do). The student can have some written material with the exhibit, but the primary exercise must be completed visually. The “exhibit” should stand fine “on its own” and provide the viewer with a solid knowledge of that New Deal program

On the due date, set up the room as a museum, with all the “exhibits” scattered around (allow the students to set up their own exhibit). The project can be enhanced by inviting guests (parents, administrators) to view the museum.

As students make their way around the room, they should be taking notes on each New Deal program. With their notes on each, they should include the following information:

1. Was it part of the "Hundred Days" or the "Second New Deal?"
2. Was it designed as relief, recovery, reform, or a combination?
3. What was the main goal of the initiative?
4. Did it succeed? Is it still around?

They should also be considering the following specific questions:

1. What is the difference between the PWA, WPA, and FERA?
2. Which initiatives provided jobs for the unemployed?
3. Which were designed to stabilize the economy?
4. What is the difference between the NIRA and the NRA?
5. In which initiatives does the government "enter the business world?"
6. Which of these initiatives would H. Hoover be most against?
7. Which could Hoover accept?
8. Are any of these initiatives a "threat" to democracy/capitalism?
9. Which initiatives were declared unconstitutional? Why?

NEW DEAL MUSEUM

page 2 of 2

CHECKLIST

CREATIVITY/EFFORT	5	4	3	2	1
Well read on the program					
Exhibit reflects considerable thought and/or imagination					
ACCURACY	5	4	3	2	1
Exhibit correctly reflects the program					
No errors or inaccuracies are shown or suggested.					
COVERAGE	5	4	3	2	1
Visually reveals the reason the program was created as well as the most important aspects of the program					
UNDERSTANDABILITY	5	4	3	2	1
The exhibit is clear and understandable without excessive written information					

1950's RESEARCH PROJECT

page 1 of 2

Your task is an open-ended assignment requiring you to use primary evidence (memories and advertisements) to draw conclusions about the images of the 1950's and then compare those 'images' to historical reality.

- There is no page limit
- Limit your coverage to the immediate postwar (1945) until 1960 – not beyond.
- You must use a **substantial** number of advertisements and **at least three** personal recollections.
- Your choices for personal recollection **must** have lived in America at the time **and** have been 'old enough' in the 1950's to actually be able to remember events and distinguish them from other periods. This is obviously not a science (since memory isn't exact), but the age of the person must be appropriate to this assignment.

Advertisements

- Start by reviewing advertisements. Note the source of those that you intend to use in your paper. Of course, you can photocopy some to show to your interview subjects. The more advertisements you find the more detailed your analysis will be.
- Advertisements from the 1950's can be found in newspapers (like *The New York Times*), as well as magazines and journals. Morris County Library has these (and much more) and our library has magazines & journals (like *Life* and *Newsweek*) dating back to the late 1950's.
- Essentially, this part of the task requires you to play the role of an archaeologist. You are drawing a picture of life in the 1950's based on visuals that you find from that time period. You're basically an investigator, trying to piece together an image of the 1950's using pictures (advertisements) from that time. Needless to say, your conclusions using these sources may not be wholly accurate, and will probably be biased.

Interviews

- You would be wise to conduct your interviews after you have gathered a substantial amount of advertisements. This will allow you to refer to specifics of the period in asking questions of your subjects, which will better spark their memories.
- Keep in mind that interview subjects will respond better to specific questions and remembrances rather than general questions like "What were the '50's like?" or even "What was on TV at that time?" Having studied some advertisements in newspapers and magazines you can ask more specific questions like, "Did you play with hula-hoops?" or "What sort of appliances did you own?" or you can show a picture from an advertisement and ask for their thoughts.
- You should also ask questions based your current knowledge and understanding of the 1950's. For example, "Were you scared when the Soviets launched Sputnik?" More specific questions will get people remembering more specific information and get them talking about all sorts of topics. This is what you want – just keep writing what they say. The more information – the better your paper will be. You might consider taping your interview subjects.

Your final step and final product:

- After you collect your advertisements and interviews and draw conclusions on the images of the 1950's, you need to investigate the **historical reality** of those images. That is, you need to read up on what you heard in your interviews and what you saw in your advertisements.
- Your final product will be a paper (the length is up to you) analyzing **the extent that images and memories of the 1950's are an accurate representation of life during that decade**. In your analysis, discuss possible reasons for your conclusions. Obviously your paper will not cover "all" aspects of life during the 1950's, but you should make an effort to cover a nice smattering of topics reflecting both domestic and foreign issues.
- Cite sources parenthetically in your paper. You do not have to formally cite your sources within the text of your paper. In other words, if I'm discussing the fear of Sputnik from an interview and/or an advertisement for bomb shelters, at the end of the section note (Bob Lemons) or (*Life*, August 1955).
- Of course, this means a bibliography at the end of the paper.

1950's RESEARCH PROJECT

page 2 of 2

RUBRIC

This assignment called on you to use advertisements and the recollections of Americans who were around in the 1950's to draw conclusions about life in the 1950's and compare those images to historical reality. I added that you should be sure to reflect on foreign as well as domestic issues and concerns. You were limited in your research to materials from the 1950's.

This was an open-ended assignment requiring you to weigh a great deal of primary evidence before drawing conclusions on life in the 1950's (and then comparing it to today).

___ Sources: Your conclusions on life in the 1950's were to be based entirely on subjective sources. A **3** indicates that you used a substantial number of written sources and at least three personal recollections. A score of **2** suggests either that you didn't use enough sources or that your "use" of those sources was insufficient in some way. This score could indicate that while a source was cited, it wasn't used to its full capacity in analyzing the 1950's. A **1** indicates that either a significant number of sources were not used and/or that the sources were used inadequately. A **0** reflects both insufficient sources and insufficient use of those sources. *Total points in this area = 6.*

___ Advertisements

___ Personal recollections

___ Conclusions/Images of life in the 1950's: The first step in your research was to develop conclusions based upon your advertisements and interviews. A **3** reflects well thought-out conclusion about life in the 1950's. Accuracy isn't necessary, but you made excellent use of "images" and "memories" in coming up with your conclusions. A **2** indicates that your conclusions were good, but more thought should have been given in using your sources. A **1** was given for quick or poorly explained conclusions, not using the bulk of your sources (or having poor sources). A **0** reflects either inadequate or insufficient conclusions to be of any use in this paper.

___ Analysis: The overall point of your paper was to analyze the extent that images and memories of the 1950's are an accurate representation of life during that decade. In order to do this successfully, you needed to read up on what you heard in interviews and saw in advertisements. A **4** reflects that you made superior and substantial comparisons. Additionally, there were no major errors in grammar or spelling (factual errors in memories were corrected in historical fact). A **3** suggests some good analysis and nice comparisons, but either insufficient coverage of historical reality or a few weaknesses in your conclusions. A **2** indicates either limited analysis or decent analysis with limited exploration of the question or the 1950's. There may be some significant grammatical errors (or conceptual/factual errors *beyond* your sources). A **1** was given for generally poor work – limited conclusions, insufficient comparisons and not enough coverage of the period. There could be substantial errors. A **0** reflects little to no effort at answering the questions or major errors.

___ Source citations/Bibliography. You were asked to cite sources and present a bibliography. **2** points were given for clear citations when sources were being used, with few or no omissions of citations. Citations did not have to be formal in the paper, but a complete and proper listing of source material was given in the bibliography. A **1** was given if you missed a few citations along the way, if your citations were unclear, or if you missed some in your bibliography. A **0** was given for few or no citations or no bibliography.

COURSE OUTLINE & PRÉCIS ASSIGNMENT

page 1 of 3

As a young college professor, you have been assigned by your department chair to teach a one-semester course on American domestic history covering the years 1960-1974. Your task is to determine what information needs to be covered, organize that material into a course outline and write a précis to “sell” the course so that students sign up for it. You’ll also need a title for your course.

- These 15 pivotal years contain many events, groups, people, and ideas. Lots of things happen in the 1960’s and they do not all ‘neatly’ fit together. This makes the period a difficult one to organize.
- Your goal is to organize this kind of course from a teaching perspective. Teachers try to find common themes in any particular topic or time period. One challenge will be in attempting to tie-together all the events, groups, ideas and people that made history in this period into one organized unit. Look for common ideas and themes. What are the ‘links’ in ideas? In what ways can you organize all these events, ideas and groups into one unit? **Basically, your goal is to find a common theme (or themes) to focus on in your course.**

How to approach this assignment

- Your course must cover everything that relates to the history of the United States from 1960 to 1974 (except foreign policy and foreign affairs). Basically, you need to include any and all domestic events/ideas from the period.
- Your first step should be to amass all the information and topics you will need to cover. After you collect this information, you need to try to come up with a theme or themes that link the ideas and events in this time period in order to organize your course into units.

YOUR FINISHED PRODUCT WILL PRESENT A COURSE TITLE, A COURSE OUTLINE WITH APPROPRIATE UNITS OF COVERAGE WITH EXPLANATIONS, AND A ONE-PAGE PRÉCIS THAT WILL ATTRACT STUDENTS TO SIGN UP FOR THE CLASS.

THE PRÉCIS - A précis is essentially a concise summary.

- Your précis should be one page or less. For this assignment, it would be fine if your précis was ‘one big paragraph.’ You are not going to be evaluated on paragraph structure (introduction, body, and conclusion). It will be evaluated on word usage and grammar. It is an exercise in brevity – consider carefully your use of words. You will also be evaluated on your use of detail, the ideas you develop, accuracy, and, of course, how well your course would “sell” to the average college student.
- If done properly, the précis will be something of an explanation of your course outline – jazzed up a bit to attract students to your class. **Therefore, you should create the course outline first.**

THE COURSE OUTLINE - Your course outline will let prospective students see how you are organizing the class, what ideas and topics are going to be covered and for how long.

Ideas on how to begin the course outline and what it should look like:

- I would begin by figuring out what topics and ideas you need to cover and/or want to cover for this course.
- Then consider how to divide up this information. What “units” will you create? How much time will you need to spend on each unit you create? What topics will be covered in each unit? Take a look at my syllabus for our AP course. I divided all of American history into 31 units. You need to break up your material in a similar manner. Since you have a 14-week semester, you’ll need to come up with **4 to 7 units**.
- After you divide the information to be covered into units, you’ll need to come up with **titles** for each unit (including years, if applicable), **a brief explanation of each unit** (1-3 sentences), **and a listing of general facts and concepts that will be covered in each unit** (you don’t need every single fact/concept that will be covered). Be creative with unit titles – they can be fun. Extra consideration will be given for witty titles that still indicate the ideas to be covered in that unit.

RUBRIC

Précis:

- 3** Your course theme is clear and well explained. There is little doubt what a student would encounter in your class and why you are covering certain topics. Your précis uses details and clear ideas to explain your course. It presents an interesting course that students would want to take. There are no factual or conceptual errors, nor any grammatical problems. It is long enough to give the pertinent information but not over the one-page limit.
- 2** Your overall theme may not be completely clear, as there may be some question on how and why you chose to break-down the period the way you do. Your précis uses some details and clear ideas to explain your course. Your course sounds interesting, but probably only to a history major. There may be minor factual or conceptual errors, or minor grammatical errors, but they do not detract from the overall précis. Your précis may be too brief (to fully explain your course) or very long and possibly wordy.
- 1** It may be difficult to assess a common theme by reading your précis (or there may not be a common theme). Your précis uses general (perhaps even vague) concepts to explain your course (few, if any, details are given). The lack of detail makes it difficult to determine the reasons for your topical break-down. Your course may sound uninteresting to a perspective student. There may be some factual or conceptual errors or omissions or grammatical errors which alter the meaning of your précis. It may be very brief or extremely long.
- 0** Generally inadequate effort. Your précis contains very little information on why you shaped the course the way you did & it wouldn't even entice a former member of SNCC to take your class. There may be major errors.

COURSE OUTLINE & PRÉCIS ASSIGNMENT

page 3 of 3

Course Outline:

- 6** Your course outline contains **4-7 units** which cover all (or nearly all) of the pertinent material on the 1960s given on the fact sheet. It is clear that you seriously considered the break-down of the period; organization is logical and would aid in the understanding of the period. The **explanation** of each unit is brief (less than 3 sentences), but comprehensive and **rich in detail**. The listed general facts and ideas clearly during each unit as do the **titles** you chose. There are no major errors.
- 4-5** Your course outline contains 4-7 units, but either not enough of the pertinent material on the 1960s is covered OR you cover all the necessary information but some material is presented in a somewhat generalized and vague manner (insufficient details). You may also score a 4 or 5 if the organization of your course is questionable or if the explanations of each unit don't clearly identify the focus/concepts that would be taught. This score could also be the result of not following all directions or if paper contains grammatical or factual errors that detract.
- 2-3** This score could be the result of the omission of significant material from the 1960s, OR the omission of some material combined with vague and superficial explanations of each unit. On the whole, you may give too little information or include too much (too long). Your unit break-down may be confusing or illogical. There may be some errors and perhaps some overlap. Poor adherence to directions could also be the cause of this score.
- 0-1** Your course outline does not follow the directions in some major way. It either has less than 4 or more than 7 units, it is missing a serious amount of material, each unit is not adequately explained, or length greatly exceeds the given limitations. A zero or one will also be given for major errors or vague information which shows a very inadequate effort.

APPENDIX C
STANDARDS

HYPERLINKS TO STANDARDS

To access the standards for a specific content area, please click on the hyperlink.

Standard	Content Area	State Board Adoption Date	Required District Implementation of Revised Curricula
3	English Language Arts	May 4, 2016	September 2017
6	Social Studies	July 9, 2014	September 2015
8	Technology	October 1, 2014	September 2015
9	21st Century Life and Careers	October 1, 2014	September 2015