**APUSH BACKWARDS PLANNING**

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| **Unit Name/Duration: Beginning of the year procedures and expectations.**  **Period 1 - Explain the effects of the development of the transatlantic voyages from 1491-1607**  **8 hours** | **Objectives:**  **Students will be able to: (1-6 are year long)** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **Period 1: 1491-1607**  **Native American Societies Before European Contact**  **European Exploration in the Americas**  **Columbian Exchange, Spanish Exploration, and Conquest**  **Labor, Slavery, and Caste in the Spanish Colonial System**  **Cultural Interactions Between Europeans, Native Americans, and Africans** | **TWEIA: To What Extent if Any? This means how much and in what ways?**  **Navigate and utilize the College Board website**  **Navigate and utilize Ninneman.Weebly.com**  **Understand class requirements and expectation**  **Explain why the study of history is important.**  **1.Master a broad body of knowledge**  **2.Use historical data to support a thesis**  **3.Interpret and apply data from original documents, cartoons, graphs, letters, etc.**  **4. Effectively use analytical skills of evaluation, cause and effect, compare and contrast, change and continuity over time.**  **5. Understanding of interpretations of historical events and people through supplemental readings by historians.**  **6. Prepare for and successfully pass examination in May**  **A: Explain the context for European encounters in the Americas from 1491 to 1607.**    **B: Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.**  **C: Explain the causes of exploration and conquest of the New World by various European nations.**  **D: Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.**  **E: Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.**  **F: Explain how and why European and Native American perspectives of others developed and changed in the period.** | **Getting to know you through Historical thinking skills**  **Practice on chromebooks**  **Read: “Why Study History?”**  **Nutshell: Copy definitions, GPERSIA, underline, highlight, relate to BPQ and LPQ, lectures**  **Reading: TWEIA was Christopher Columbus an Imperialist - SAC (Structured Academic Controversy)**  **Charles Mann “Columbian Exchange”**  **Project - Columbian Exchange Cartoon**  **Reading: De las Casas vs. Sepulveda**  **Personal Progress Check (PPC) - College Board - Optional**  **Short Answer Question(SAQ) - College Board** | **KEY CONCEPTs:**  **KC-1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.**  **KC-1.1.I Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.**  **KC-1.2 Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.**  **KC-1.2.I European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.**  **KC-1.2.II The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.**  **KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.** | **For all units: Analysis of primary and secondary sources, review of note-taking skills, collaborative note-taking, annotation and MS-HAPP, Ids, Short answer quizzes, MC Tests** |
| **Unit Name/Duration: Period 2 1607-1754 Compare the effects of the development of colonial society in the various regions of North America**  **14 hours** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **European Colonization**  **The Regions of British Colonies**  **Transatlantic Trade**  **Interactions Between American Indians and Europeans**  **Slavery in the British Colonies**  **Colonial Society and Culture** | **A. Explain the context for the colonization of North America from 1607 to 1754.**  **B. Explain how and why various European colonies developed and expanded from 1607 to 1754.**  **C. Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.**  **D. Explain causes and effects of transatlantic trade over time.**  **E. Explain how and why interactions between various European nations and American Indians changed over time.**  **F. Explain the causes and effects of slavery in the various British colonial regions.**  **G. Explain how enslaved people responded to slavery**  **H. Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.**  **I. Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.** | **Nutshell: Copy definitions, GPERSIA, underline, highlight, relate to BPQ and LPQ, lectures**  **Ideas…New England Puritans, Roger Williams**  **Jamestown, “The Starving Time.”**  **Lecture: C/C British, Spanish, French goals and treatment of Natives**  **Reading: King Philip’s (Metacom’s) War**  **Reading: Slavery in the British Colonies**  **DBQ - Various motives for colonization - College Board**  **PPC - Optional** | **KEY CONCEPTS KC-2.1 Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.**  **KC-2.1.I Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.**  **KC-2.1.II In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.**  **KC-2.1.III Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.**  **KC-2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.**  **KC-2.2.I Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.**  **KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.** |  |
| **Unit Name/Duration:** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
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| **Unit Name/Duration: Period 3 American Independence Movement and its impact on society, 1754-1800**  **17 Hours** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **The Seven Years’ War (The French and Indian War)**  **Taxation Without Representation**  **Philosophical Foundations of the American Revolution**  **The American Revolution**  **The Influence of Revolutionary Ideals**  **The Articles of Confederation**  **The Constitutional Convention and Debates over Ratification**  **The Constitution**  **Shaping a New Republic**  **Developing an American Identity**  **Movement in the Early Republic** | **A. Explain the context in which America gained independence and developed a sense of national identity.**  **B. Explain the causes and effects of the Seven Years’ War (the French and Indian War).**  **C. Explain how British colonial policies regarding North America led to the Revolutionary War.**  **D. Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.**  **E. Explain how various factors contributed to the American victory in the Revolution.**  **F. Explain the various ways the American Revolution affected society.Describe the global impact of the American Revolution.**  **G. Describe the global impact of the American Revolution.**  **H. Explain how different forms of government developed and changed as a result of the Revolutionary Period.**  **I. Explain the differing ideological positions on the structure and function of the federal government.**  **J. Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.**  **K. Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.**  **L. Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.**  **M. Explain the continuities and changes in American culture from 1754 to 1800.**  **N. Explain how and why migration and immigration to and within North America caused competition and conflict over time.**  **O. Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.** | **Nutshell: Copy definitions, GPERSIA, underline, highlight, relate to BPQ and LPQ, lectures**  **Ideas that Shape a Nation: Background information, MSHAPP, Review questions, and Recurring issues: Paine, Jefferson, Washington, Hobbes, Locke, Rousseau, Federalists, Anti-Federalists, Madison, Hamilton, Jefferson**  **DBQ: French and Indian War - Put together an AP Essay**  **Readings: What led the Americans into Open Rebellion**  **Simulation: Stay with GB or fight for Independence: Radicals v. Tories**  **DBQ: Impact of American Revolution on various groups within the country**  **Harvard Case study: Inflation in RI**  **Recite the Preamble of the US Constitution (for Constitution Day, 9/17), eat cake and watch clips from Legally Blonde 2**  **Clips from “1776”**  **Compare and contrast the Constitution and the Articles of Confederation**  **DBQ: How did the Constitution Guard Against Tyranny?**  **Case Study: Madison’s Federal Negative (Harvard Business School)** **Harvard Case Study: Battle Over a Bank: Defining the Limits of Federal Power Under a New Constitution (1791)** **Relate to France and Haiti**  **DBQ: TWEIA does the Constitution Guard Against Tyranny?**  **PPC: Optional**  **SAQ** | **KC-3.1 British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.**  **KC-3.1.I The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years’ War (the French and Indian War), in which Britain defeated France and allied American Indians.**  **KC-3.1.II The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.**  **KC-3.2 The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.**  **KC-3.2.I The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.**  **KC-3.2.II After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.**  **KC-3.2.III.i New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.**  **KC-3.3 Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.**  **KC-3.3.I In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.**  **KC-3.3.II The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.** |  |
| **Unit Name/Duration: Period 4 Politics, economics,and foreign policy promoted an American Identity from 1800-1848**  **17 Hours** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Formative/Summative Assessments** | **Standards** |
| **The Rise of Political Parties and the Era of Jefferson**  **Politics and Regional Interests**  **America on the World Stage**  **Market Revolution: Industrialization**  **Market Revolution: Society and Culture**  **Expanding Democracy**  **Jackson and Federal Power**  **The Development of an American Culture**  **The Second Great Awakening**  **An Age of Reform**  **African Americans in the Early Republic**  **The Society of the South in the Early Republic** | **A.Explain the context in which the republic developed from 1800 to 1848.**  **B. Explain the causes and effects of policy debates in the early republic.**  **C. Explain how different regional interests affected debates about the role of the federal government in the early republic.**  **D. Explain how and why American foreign policy developed and expanded over time.**  **E. Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.**  **F. Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.**  **G. Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.**  **H. Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.**  **I. Explain how and why a new national culture developed from 1800 to 1848.**  **J. Explain the causes of the Second Great Awakening.**  **K. Explain how and why various reform movements developed and expanded from 1800 to 1848.**  **L. Explain the continuities and changes in the experience of African Americans from 1800 to 1848.**  **M. Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.** | **Nutshell: Copy definitions, GPERSIA, underline, highlight, relate to BPQ and LPQ, lectures**  **Ideas That Shape a Nation: Marshall, Elizabeth Cady Stanton, John C. Calhoun**  **Readings: Role of Federal Government**  **Supreme Court Case Analysis: Marbury v. Madison, McCulloch v. Maryland, Gibbons v. Ogden, Dartmouth College v. Woodward**  **DBQ: The Jefferson Presidency**  **Analysis of the Monroe Doctrine**  **DBQ: Andrew Jackson and Democracy, Sovereignty, and the Struggle over Cherokee Removal (1836), Harvard**  **Lecture: Hudson River Artists**  **Lecture/DBQ: Second Great Awakening**  **John O’Sullivan**  **Johnathan Ghast**  **DBQ: Thomas Jefferson**  **Reading: Henry Clay’s “American System,” Lowell Factory System**  **Lecture “The 2nd Great Awakening (GA)”**  **DBQ: 2nd GA, and the Pursuit of Perfection, Role of Women**  **Reading: The Cult of Domesticity**  **SAQ: Immigration, role of agriculture - College Board**  **DBQ-Reform movements and Democracy - College Board**  **PPC-Optional**  **Scrapbook: Optional - Enrichment** |  | **KC-4.1 The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.**  **KC-4.1.I The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.**  **KC-4.1.II While Americans embraced a new national culture, various groups developed distinctive cultures of their own.**  **KC-4.1.III Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.**  **KC-4.2 Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.**  **KC-4.2.I New transportation systems and technologies dramatically expanded manufacturing and agricultural production.**  **KC-4.2.II The changes caused by the market revolution had significant effects on U.S. society, workers’ lives, and gender and family relations.**  **KC-4.2.III Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.**  **KC-4.3 The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.**  **KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.**  **KC-4.3.II The United States’ acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.** |
| **Unit Name/Duration: Period 5: Effects Of the Civil War on American Values 1844-1877**  **17 Hours** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **Manifest Destiny**  **The Mexican-American War**  **The Compromise of 1850**  **Sectional Conflict: Regional Differences**  **Failure of Compromise**  **Election of 1860 and Secession**  **Military Conflict in the Civil War**  **Government Policies During the Civil War**  **Reconstruction**  **Failure of Reconstruction** | **A. Explain the context in which sectional conflict emerged from 1844 to 1877.**  **B. Explain the causes and effects of westward expansion from 1844 to 1877**  **C. Explain the causes and effects of the Mexican– American War.**  **D. Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.**  **E. Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.**  **F. Explain how regional differences related to slavery caused tension in the years leading up to the Civil War**  **G. Explain the political causes of the Civil War.**  **H. Describe the effects of Lincoln’s election.**  **I. Explain the various factors that contributed to the Union victory in the Civil War**  **J. Explain how Lincoln’s leadership during the Civil War impacted American ideals over the course of the war**  **K. Explain the effects of government policy during Reconstruction on society from 1865 to 1877.**  **L. Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.** | **Nutshell: Copy definitions, GPERSIA, underline, highlight, relate to BPQ and LPQ, lectures**  **Map - Identifying the territorial acquisitions and their significance between 1803-1850.**  **Reading: John O’Sullivan, “The Great Nation of Futurity”**  **Ideas that Shape a Nation: Frederick Douglass, Lincoln**  **Case Study: Reconstruction**  **DBQ: Causes of the M-Am. War.**  **Simulation: Negotiating the Treaty of Guadalupe Hidalgo**  **The Path to Civil War: Failed Attempts at Compromise and A Nation Divided: The United States and the Challenge of Secession (1861), Case Study**  **Simulation: Civil War**  **DBQ: Identify the Causes of the Civil War**  **Reading: A Nation Divided: The US and the Challenge of Secession (Harvard Business School)**  **Reading: The Emancipation Proclamation: Secondary and primary sources**  **Reading: Radical Republicans**  **Readings: Reconstruction (Harvard Business School) and analyzing the success and failures of Reconstruction**  **Reading: Eric Foner “The River Has Its Bend”**  **SAQ: Historical comparisons of Reconstruction**  **SAQ: Best representation of the cause on the Civil War**  **PPC: Test Review, Optional** | **KC-5.1 The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.**  **KC-5.1.I Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.**  **KC-5.1.II In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.**  **KC-5.2 Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.**  **KC-5.2.I Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.**  **KC-5.2.II Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.**  **KC-5.3 The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.**  **KC-5.3.I The North’s greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.**  **KC-5.3.II.i Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities** |  |
|  |  | **Semester Exam: Periods 1-5** |  |  |

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| **Period 6: Industrialization bringing change to America 1865-1898**  **18 Hours** | **Objectives: Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **Westward Expansion: Economic Development**  **Westward Expansion: Social and Cultural Development**  **The “New South”**  **Technological Innovation**  **The Rise of Industrial Capitalism**  **Labor in the Gilded Age**  **Immigration and Migration in the Gilded Age**  **Responses to Immigration in the Gilded Age**  **Development of the Middle Class**  **Reform in the Gilded Age**  **Controversies over the Role of Government in the Gilded Age**  **Politics in the Gilded Age** | **A. Explain the historical context for the rise of industrial capitalism in the United States.**  **B. Explain the causes and effects of the settlement of the West from 1877 to 1898.**  **C. Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.**  **D. Explain the effects of technological advances in the development of the United States over time**  **E. Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898**  **F. Explain how cultural and economic factors affected migration patterns over time**  **G. Explain the various responses to immigration in the period over time.**  **H. Explain the causes of increased economic opportunity and its effects on society**  **I. Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age**  **J. Explain continuities and changes in the role of the government in the U.S. economy.**  **K. Explain the similarities and differences between the political parties during the Gilded Age.** | **Nutshell: Copy definitions, GPERSIA, underline, highlight, relate to BPQ and LPQ, lectures**  **Ideas That Shape a Nation: Frederick Jackson Turner**  **DBQ: The Farmer’s Revolt and Las Gorras Blancas, Nuestra Plataforma, 1890**  **Conquering the American West: Custer's Last Stand, The Battle of Little BigHorn, A Century of Dishonor, The Ghost Dance Religion**  **DBQ: Causes of the Industrial Boom**  **Case Analysis: Plessy v. Ferguson, 1896**  **HOH: Robber Barons or Heroes of Industry?**  **DBQ: Reaction to immigration**  **Grady’s “The New South**  **Pullman Strike**  **Homestead Strike**  **Haymarket Riot**  **DBQ: Success or failure of the labor movements**  **DBQ: Role of Settlement Houses and reformers**  **DBQ: Immigration, Chinese Exclusion Act**  **Reading: Carnegie’s “The Gospel of Wealth,” Challenges and support of Carnegie’s ideas**  **Reading: Meat Packing, Harvard Business School**  **Various Lectures**  **Compare and Contrast: WEB DuBois, Booker T. Washington**  **DBQ: Effects of Industrialization on US society, 1865-1900 - College Board**  **PPC - Optional** | **KC-6.1 Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.**  **KC-6.1.I Large-scale industrial production— accompanied by massive technological change, expanding international communication networks, and pro-growth government**  **policies—generated rapid economic development and business consolidation.**  **KC-6.1.II A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.**  **KC-6.1.III New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.**  **KC-6.2 The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.**  **KC-6.2.I International and internal migration increased urban populations and fostered the growth of a new urban culture.**  **KC-6.2.II Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.**  **KC-6.3 The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.**  **KC-6.3.I New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.**  **KC-6.3.II Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.** |  |
| **Unit Name/Duration: Period 7 - Identify major events in the first ½ of the 20th Century that shaped American Identity 1890 - 1945**  **20 Hours** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **Imperialism: Debates**  **The Progressives**  **World War I: Military and Diplomacy**  **World War I: Home Front**  **1920s: Innovations in Communication and Technology**  **1920s: Cultural and Political Controversies**  **The Great Depression**  **The New Deal**  **Interwar Foreign Policy**  **World War II: Mobilization**  **World War II: Military**  **Postwar Diplomacy** | **A. Explain the context in which America grew into its role as a world power.**  **B. Explain the similarities and differences in attitudes about the nation’s proper role in the world.**  **C. Explain the effects of the Spanish–American War.**  **D. Compare the goals and effects of the Progressive reform movement.**  **E. Compare attitudes toward the use of natural resources from 1890 to 1945.**  **F. Explain the causes and consequences of U.S. involvement in World War I.**  **G. Explain the causes and effects of international and internal migration patterns over time.**  **H. Explain the causes and effects of the innovations in communication and technology in the United States over time**  **G. Explain the causes and effects of international and internal migration patterns over time**  **I. Explain the causes and effects of developments in popular culture in the United States over time.**  **J. Explain the causes of the Great Depression and its effects on the economy**  **K. Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.**  **L. Explain the similarities and differences in attitudes about the nation’s proper role in the world.**  **M. Explain how and why U.S. participation in World War II transformed American society.**  **N. Explain the causes and effects of the victory of the United States and its allies over the Axis powers.**  **O. Explain the consequences of U.S. involvement in World War II.** | **Nutshell: Copy definitions, GPERSIA, underline, highlight, relate to BPQ and LPQ, lectures**  **Ideas…Eugene Debs, Woodrow Wilson**  **Lecture: Imperialism**  **Imperialism Readings: “The Influence of Sea Power upon History,” “The American System,” “The Philippine Tangle,” “To the Person Sitting in Darkness,” evaluate varying political cartoons through a gallery walk**  **The Maine**  **DBQ - Imperialism, College Board**  **Chart - Progressive Era Platforms, compare and contrast - Weebly** **The Jungle and the Debate over Federal Meat Inspection in 1906, Case Study** **DBQ: The Progressives - College Board**  **Jacob Riis - How the Other Half lives**  **DBQ: WWI**  **Lecture: WWI**  **Readings: Critics of WWI**  **DBQ: Impact of WWI**  **Role of Treaty of Versailles**  **Case Studies: Role of Radio - Harvard Business School**  **Harlem Renaissance Gallery Walk**  **DBQ: 1920s**  **DBQ: Pearl Harbor**  **Identify Causes of the Great Depression**  **SAC - New Deal or No? Varying perspectives**  **Simulation regarding whether or not to support the New Deal**  **Readings: TWEIA was The New Deal Successful?**  **DBQ: Politics between the Wars - the College Board**  **SAC - The Bomb** | **KC-7.1 Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.**  **KC-7.1.I The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.**  **KC-7.1.II In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.**  **KC-7.1.III During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.**  **KC-7.2 Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.**  **KC-7.2.I Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.**  **KC-7.2.II Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants. KC-7.3 Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.**  **KC-7.3.I In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.**  **KC-7.3.II World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests.**  **KC-7.3.III U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership** |  |
| **Unit Name/Duration: Period 8: To What Extent if any did the events in the period from 1945-1980 reshape National Identity.** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **The Cold War from 1945 to 1980**  **The Red Scare**  **Economy After 1945**  **Culture after 1945**  **Early Steps in the Civil Rights Movement (1940s and 1950s)**  **America as a World Power**  **The Vietnam War**  **The Great Society**  **The African American Civil Rights Movement (1960s)**  **The Civil Rights Movement Expands**  **Youth Culture of the 1960s**  **The Environment and Natural Resources from 1968 to 1980**  **Society in Transition** | **A.Explain the context for societal change from 1945 to 1980.**  **B. Explain the continuities and changes in Cold War policies from 1945 to 1980.**  **C. Explain the causes and effects of the Red Scare after World War II.**  **D. Explain the causes of economic growth in the years after World War II.**  **E. Explain the causes and effects of the migration of various groups of Americans after 1945.**  **F. Explain how mass culture has been maintained or challenged over time.**  **G. Explain how and why the civil rights movements developed and expanded from 1945 to 1960**  **H. Explain the various military and diplomatic responses to international developments over time.**  **I. Explain the causes and effects of the Vietnam War.**  **J. Explain the causes and effects of continuing policy debates about the role of the federal government over time.**  **K. Explain the continuities and changes in immigration patterns over time.**  **L. Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.**  **M. Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.**  **N. Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980**  **O. Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.**  **P. Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.**  **Q. Explain how and why policies related to the environment developed and changed from 1968 to 1980.**  **R. Explain the causes and effects of continuing policy debates about the role of the federal government over time.**  **S. Explain the effects of the growth of religious movements over the course of the 20th century** | **Nutshell: Copy definitions, GPERSIA, underline, highlight, relate to BPQ and LPQ, lectures**  **Ideas…Martin Luther King and Malcolm X and Martin Luther King and the Struggle for Black Voting Rights (1965)**  **Readings: Identify who was responsible for the Cold War**  **DBQ: Policy of Containment**  **Readings: Guatemala**  **Readings: Communism and its importance in America**  **Hands on History - 1950s**  **Readings: Montgomery Bus Boycotts**  **Hands on History - America in the 1960s**  **DBQ: 1964 CRA**  **Jigsaw - Period 8 and 9 for background**  **Music Analysis: Ballad of the Green Beret, Fixin’ to Die Rag, Fortunate Son, The Wall (Not Pink Floyd) Change over time, continuity and changes**  **Interactive Notebooks**  **Ideas That Shape a Nation: MLK and Malcolm X**  **CRA of 1964, Voting Rights Act 1965**  **Supreme Court Case Analysis: Baker v. Carr, Engel v. Vitale, Gideon v. Wainwright, Miranda v. Arizona, Griswald v. Connecticut**  **Ideas That Shape a Nation: Betty Friedan, The American Indian, Cesar Chavez, Rachel Caarson** | **KC-8.1 The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.**  **KC-8.1.I United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.**  **KC-8.1.II Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.**  **KC-8.2 New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.**  **KC-8.2.I Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.**  **KC-8.2.II Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.**  **KC-8.2.III Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.**  **KC-8.3 Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.**  **KC-8.3.I Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.**  **KC-8.3.II New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.** |  |
| **Unit: Prior to the test: Review**  **4-5 hours** |  | **Tasks and Activities: Periods 1-9 review tests, review PPT lectures** |  |  |

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| **Unit Name/Duration: Period 9 Explain the relative significance of the effect of change after 1980 in American national identity**  **8 Hours** | **Objectives:**  **Students will be able to:** | **Tasks/Activities** | **Standards** | **Formative/Summative Assessments** |
| **Reagan and Conservatism**  **The End of the Cold War**  **A Changing Economy**  **Migration and Immigration in the 1990s and 2000s**  **Challenges of the 21st Century** | **A. Explain the context in which the United States faced international and domestic challenges after 1980.**  **B. Explain the causes and effects of continuing policy debates about the role of the federal government over time.**  **C. Explain the causes and effects of the end of the Cold War and its legacy.**  **D. Explain the causes and effects of economic and technological change over time.**  **E. Explain the causes and effects of domestic and international migration over time.**  **F. Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.** | **Nutshell: Copy definitions, GPERSIA, underline, highlight, relate to BPQ and LPQ, lectures**  **Ideas…Reagan**  **”** | **KC-9.1 A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.**  **KC-9.1.I Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.**  **KC-9.2 Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.**  **KC-9.2.I New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.**  **KC-9.2.II The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.**  **KC-9.3 The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.**  **KC-9.3.I The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.**  **KC-9.3.IIFollowing the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.** |  |

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| **After the AP test**  **5 hours** | **Objectives: Identify the significance of Massachusetts 54 during the Civil War. Identify the role of Alice Paul and Lucy Burns in the fight for Women’s Suffrage.** | **Tasks: Students will watch “Glory” and “Iron Jawed Angels.**  **End of Year Yearbook - collaborative** |  |  |