

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Advanced Placement United States History Course Syllabus

Course Overview:

Advanced Placement U.S. History builds upon the knowledge and skills developed in the U.S. I Honors course. Over the two year curriculum in U.S. I Honors and AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. At the end of the AP curriculum, students will have the opportunity to take the Advanced Placement exam and qualify for college credits.

Learning methods will include summer reading assignments, extensive writing, exploration and analysis of primary documents, historiography, and skill development for the Advanced Placement style test questions (Stimulus Based Questions, Short Answer Questions, Long Essay Questions, and Document Based Questions). This course satisfies the NJ graduation requirement for one of the two years of American History.

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

Course Content and Outline:

	Timeline and Topics	NJSLS
Unit 1: APUSH Period 6: 1865 - 1898	Period 6 Review; Westward Expansion, New South, Technological Innovation Rise of Cultural Capitalism Gilded Age Immigration and Migration Gilded Age Reform Politics and Government of the Gilded Age	1. 6.1.12.CivicsDP.5.a 2. 6.1.12.EconEM.5.a 3. 6.1.12.GeoPP.5.a 4. 6.1.12.GeoHE.5.a 5. 6.1.12.EconEM.5.a 6. 6.1.12.HistoryNM.5.a 7. 6.1.12.HistoryNM.5.b 8. 6.1.12.HistoryCC.5.a 9. 6.1.12.HistoryUP.5.a 10. 6.1.12.HistoryCA.5.a
Unit 2: APUSH Period 7 1890 - 1945	Imperialism Progressivism	1. 6.1.12.EconEM.5.a: 2. 6.1.12.GeoHE.5.a:

	<p>WWI Roaring 20's Great Depression New Deal Interwar Foreign Policy World War II Post War Diplomacy</p>	<ol style="list-style-type: none"> 3. 6.1.12.CivicsDP.6.a: 4. 6.1.12.CivicsDP.6.b: 5. 6.1.12.CivicsPR.6.a: 6. 6.1.12.GeoHE.6.a: 7. 6.1.12.GeoGM.6.a: 8. 6.1.12.EconEM.6.a: 9. 6.1.12.EconNE.6.a: 10. 6.1.12.HistoryCC.6.c: 11. 6.1.12.HistoryCC.6.d: 12. 6.1.12.HistoryCA.6.a: 13. 6.1.12.CivicsDP.7.a: 14. 6.1.12.EconNM.7.a: 15. 6.1.12.HistoryCA.7.a: 16. 6.1.12.HistoryCA.7.b: 17. 6.1.12.HistoryUP.7.a: 18. 6.1.12.CivicsHR.8.a 19. 6.1.12.EconET.8.a: 20. 6.1.12.EconNM.8.a: 21. 6.1.12.HistoryCC.8.a: 22. 6.1.12.History CC.8.b: 23. 6.1.12.HistoryCC.8.c: 24. 6.1.12.GeoHE.9.a: 25. 6.1.12.EconNE.9.b: 26. 6.1.12.EconNE.9.c: 27. 6.1.12.A.9.a: 28. 6.1.12.HistoryCA.9.a: 29. 6.1.12.HistoryUP.9.a: 30. 6.1.12.CivicsPR.10.b: 31. 6.1.12.GeoHE.10.a: 32. 6.1.12.EconEM.10.a 33. 6.1.12.EconoNM.10.b: 34. 6.1.12.HistoryCA.10.a 35. 6.1.12.CivicsDP.11.a: 36. 6.1.12.CivicsHR.11.a: 37. 6.1.12.CivicsHR.11.b: 38. 6.1.12.EconET.11.a: 39. 6.1.12.HistoryCC.11.a: 40. 6.1.12.History CC.11.b: 41. 6.1.12.HistoryCC.11.c: 42. 6.1.12.HistoryCC.11.d:
<p>Unit 3: APUSH Period 8 1945-1980</p>	<p>The Cold War Red Scare Post War Economy Post War Culture Early Civil Rights Movement America as the World Power Vietnam War Great Society Later Civil Rights Movement Expanded Civil Rights Movement Youth Culture Environmental Movement</p>	<ol style="list-style-type: none"> 1. 6.1.12.HistoryCC.11.a: 2. 6.1.12.History CC.11.b: 3. 6.1.12.EconNE.12.a 4. 6.1.12.EconEM.12.a 5. 6.1.12.HistoryCC.12.a: 6. 6.1.12.HistoryCC.12.b: 7. 6.1.12.HistoryCC.12.c: 8. 6.1.12.HistoryCC.12.d: 9. 6.1.12.HistoryCC.12.e: 10. 6.1.12.HistorySE.12.a: 11. 6.1.12.CivicsP

	Society in Transition	
Unit 4: APUSH Period 9: 1980 - Present; Post Exam	Reagan and Conservatism End of Cold War Changing Economy Migration/Immigration 90s and on Challenges of 21st Century A.P Review Activities Post Exam Activities	AP Curriculum: February-March AP Review: April -May Post Exam: May-June 1. 6.1.12.CivicsPI.14.a 2. 6.1.12.CivicsPI.14.b 3. 6.1.12.CivicsPI.14.d: 4. 6.1.12.CivicsCM.14.b: 5. 6.1.12.CivicsPD.14.a 6. 6.1.12.CivicsDP.14.a 7. 6.1.12.GeoPP.14.b: 8. 6.1.12.GeoHE.14.a: 9. 6.1.12.EconNE.14.a: 10. 6.1.12.EconET.14.b: 11. 6.1.12.HistoryCA.14.a: 12. 6.1.12.HistoryCC.14.a: 13. 6.1.12.HistorySE.14.a-c: 14. 6.1.12.HistoryCC.14.b: 15. 6.1.12.HistoryCC.14.c-e 16. 6.1.12.CivicsPR.15.a 17. 6.1.12.EconNE.15.a: 18. 6.1.12.HistoryCC.15.a: 19. 6.1.12.HistorySE.15.a-c: 20. 6.1.12.GeoHE16.a: 21. 6.1.12.EconGE.16.a:

Course Expectations and Skills

1. Demonstrate ability in compiling resource material and preparing research projects.
2. Exhibit proficiency in speaking before a group
3. Become familiar with current events and develop an ability to evaluate those events with an analytical process. .
4. Develop literacy in civics as it is reflected in the on-going governmental changes of the United States.
5. Explain the functions and organizations of our three branches of government: legislative, executive and judicial
6. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
7. Develop skills in reading comprehension, research, communication and technology.
8. Gain practice to succeed on standardized testing such as ACT, SAT, and NJSLA and ASVAB.
9. Maintain an organized notebook or electronic portfolio of notes and work collected throughout the year.
10. Develop skills in note-taking and outlining guided practice and repetition.
11. Explain the economic, political and social changes that occurred in the US through 2010s.
12. Develop proficiency in writing SAQ's, LEQ's and DBQ's.
13. Develop skills necessary for a successful completion of the AP US test presentations.

Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)

- Daily planner/Student organizer
- Pen or pencil

Resources

AMSCO Advanced Placement United States History, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020)

American Pageant, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016)

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40%
- Minor Assessments: 35%
- Classwork/Participation: 25%

Teacher Information

TBA

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Where inspiring excellence is our standard and student achievement is the result.

Advanced Placement United States History Unit #1

APUSH Period 6 1865-1898

Updated: June 2024

Unit Overview:

This unit of the AP U.S. History Curriculum spans the time period from 1865-1898. This unit is unique in that it is the ending unit for USI Honors and the starting point for AP US. The topics of this unit are also used as the summer bridge between the two courses. The focus of the unit will be the rapid industrial and economic growth during this time period along with the evolving nature of government, as well as the changes in society influenced by that growth.

Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.

The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. International and internal migration increased urban populations and fostered the growth of a new urban culture. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

Essential Questions

6.2 Westward Expansion: Economic Development

1. How did push and pull factors shape immigration to and migration within America, and how did the demographic change as a result of these moves shape the migrants, society, and the environment?

6.3 Westward Expansion: Social and Cultural Development

2. How did push and pull factors shape immigration to and migration within America,

Enduring Understandings

6.2 Westward Expansion: Economic Development

1. Improvements in Mechanization helped agricultural production increase substantially and contributed to declines in food prices.
2. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.
3. Following the Civil War, government

and how did the demographic change as a result of these moves shape the migrants, society, and the environment?

6.4 The “New South”

3. How did the development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, how did these ideas shape political institutions and society?
4. How, throughout American history, did notions of national identity and culture coexist with varying degrees of regional and group identities?

6.5 Technological Innovation

5. In what way did the interplay between markets, private enterprise, labor, technology, and government policy shape the American economy and, in turn, how did economic activity shape society and government policy and drive technological innovations?

6.6 The Rise of Industrial Capitalism

6. In what way did the interplay between markets, private enterprise, labor, technology, and government policy shape the American economy and, in turn, how did economic activity shape society and government policy and drive technological innovations?

6.7 Labor in the Gilded Age

7. In what way did the interplay between markets, private enterprise, labor, technology, and government policy shape the American economy and, in turn, how did economic activity shape society and government policy and drive technological innovations?

6.8 Immigration and Migration in the Gilded Age

8. How did push and pull factors shape immigration to and migration within America, and in what way did the demographic change as a result of these moves shape the migrants, society, and the environment?

6.9 Responses to Immigration in the Gilded Age

9. How did push and pull factors shape immigration to and migration within America, and in what way did the demographic change as a result of these moves shape the migrants, society, and the environment?

6.10 Development of the Middle Class

10. How were social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, and how did they shape government policy, economic systems, culture, and the lives of

subsidies for transportation and communication systems helped open new markets in North America.

4. The following prompted economic growth and created new communities and centers of commercial activity: building of transcontinental railroads, discovery of mineral resources and government policies promoted economic growth.

6.3 Westward Expansion: Social and Cultural Development

5. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as: building the railroads, mining, farming and ranching
6. As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict
7. The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.
8. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

6.4 The “New South”

9. Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a “New South”—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.
10. The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction.
11. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

6.5 Technological Innovation

12. Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.

citizens?

6.11 Reform in the Gilded Age

11. How were social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, and how did they shape government policy, economic systems, culture, and the lives of citizens?

6.12 Controversies over the Role of Government in the Gilded Age

12. In what ways did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens?

6.13 Politics in the Gilded Age

13. In what ways did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens?

6.6 The Rise of Industrial Capitalism

13. Large-scale industrial production generated rapid economic development and business consolidation which was accompanied by massive technological change, expanding international communication networks and pro-growth government policies.
14. Businesses dramatically increased the production of goods by making use of redesigned financial and management structures, advances in marketing and a growing labor force.
15. Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.
16. Businesses increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

6.7 Labor in the Gilded Age

17. As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.
18. Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.
19. The industrial workforce expanded and child labor increased.

6.8 Immigration and Migration in the Gilded Age

20. The industrial workforce expanded and became more diverse through internal and international migration.
21. As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to: escape poverty, religious persecution and limited opportunities for social mobility in their home countries or regions.
22. Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers

6.9 Responses to Immigration in the Gilded Age

23. Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants

negotiated compromises between the cultures they brought and the culture they found in the United States.

24. Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.
25. Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.

6.10 Development of the Middle Class

26. Corporations' need for managers and for male and female clerical workers, as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.
27. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.

6.11 Reform in the Gilded Age

28. A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.
29. Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.

6.12 Controversies over the Role of Government in the Gilded Age

30. Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.
31. Foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

6.13 Politics in the Gilded Age

32. Economic instability inspired agrarian activists to create the People's (Populist) Party which called for a stronger governmental role in regulating the American economic system.
33. The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues,

even as reformers argued that economic greed and self-interest had corrupted all levels of government.

34. In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p>6.1 Contextualizing Period 6 1. Explain the historical context for the rise of industrial capitalism, as well as the increased international and internal migration, in the United States during the period from 1865 to 1898.</p> <p>6.2 Westward Expansion: Economic Development 2. Assess the causes and effects of the settlement of the West from 1877 to 1898.</p> <p>6.3 Westward Expansion: Social and Cultural Development 3. Assess the causes and effects of the settlement of the West from 1877 to 1898.</p> <p>6.4 The “New South” 4. Determine how various factors contributed to continuity and change in the “New South” from 1877 to 1898.</p> <p>6.5 Technological Innovation 5. Evaluate the effects of technological advances in the development of the United States over time.</p> <p>6.6 The Rise of Industrial Capitalism 6. Examine the socio economic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.</p> <p>6.7 Labor in the Gilded Age 7. Examine the socio economic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.</p> <p>6.8 Immigration and Migration in the Gilded Age 8. Determine and analyze how cultural and economic factors affected migration patterns over time.</p> <p>6.9 Responses to Immigration in the Gilded Age 9. Compare and contrast the various responses to immigration in the period over time.</p> <p>6.10 Development of the Middle Class 10. Examine the causes of increased economic opportunity and its effects on society.</p> <p>6.11 Reform in the Gilded Age 11. Assess how different reform movements responded to the rise of industrial capitalism in the Gilded Age.</p> <p>6.12 Controversies over the Role of Government in the Gilded Age</p>	<p>11. 6.1.12.CivicsDP.5.a 12. 6.1.12.EconEM.5.a 13. 6.1.12.GeoPP.5.a 14. 6.1.12.GeoHE.5.a 15. 6.1.12.EconEM.5.a 16. 6.1.12.HistoryNM.5.a 17. 6.1.12.HistoryNM.5.b 18. 6.1.12.HistoryCC.5.a 19. 6.1.12.HistoryUP.5.a 20. 6.1.12.HistoryCA.5.a</p>

12. Evaluate continuities and changes in the role of the government in the U.S. economy.

6.13 Politics in the Gilded Age

13. Compare and contrast the similarities and differences between the political parties during the Gilded Age.

6.14 Continuity and Change in Period 6

14. Explain the extent to which industrialization brought changes from 1865 to 1898.

Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Summer Assignment ● HIPPO Documents ● Reading Guides for each Topic ● LEQ Writing Resources ● SBQ Answering resources ● Period 6 Discussion Google Slides ● Westward Migration Source Analysis ● Booker T. Washington vs. W.E.B. DuBois Source Analysis ● The “New South” Continuity & Change Analysis ● Industrialization & Labor Google Slides Group Work ● 1870-1920 Census Data SBQ ● Gilded Age Immigration Secondary Source Analysis ● ‘Impact of Gilded Age Business Leaders’ DBQ ● Gilded Age Middle Class Life Advertisement ● Connect, Extend, Challenge Activity on the Gilded Age ● Economic Changes and Challenges for Labor LEQ Planner ● Immigration Interactive Map and Analysis ● Immigration and Nativism Writing activity ● Small Group Discussion on the Gospel of Wealth 	<ul style="list-style-type: none"> ● <i>American Pageant</i>, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016) ● <i>AMSCO Advanced Placement United States History</i>, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020) ● Chinese Exclusion Act, 1882 ● Ocala Platform, 1890 (primary source) ● Frederick Jackson Turner’s ‘Frontier Thesis,’ 1893 (primary source) ● Interview with Kate Bighead, Sheyenne Indian, 1922 (primary source) ● Speech by Booker T. Washington, 1895 (primary source) ● Interview with William H. Vanderbilt, 1882 (primary source) ● Excerpt from Thomas Edison letter, 1887 (primary source) ● Excerpt from Andrew Carnegie’s ‘Wealth,’ 1889 (primary source) ● James B. Weaver’s ‘A Call to Action,’ 1892 (primary source) ● Pullman Strikers Statement, 1894 (primary source) 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EDpuzzle

- Getting Familiar with the Muckrakers group graphic organizer activity
- Role of Government in Gilded Age Fishbowl
- Analysis William Jennings Bryan Cartoon and the Omaha Platform
- UCDHP- LGBTQ History through Primary Sources; Industrialization and Urbanization

Folder of Lesson Resources

- W.E.B. DuBois's *The Souls of Black Folk*, 1903 (primary source)
- Excerpts from Carl Degler's *Out of Our Past*, 1970 & Richard White's *The Republic for Which It Stands*, 2017 (secondary sources)
- Excerpts from Andrew Carnegie's *Gospel of Wealth*, 1889 (primary source)
- Ray Stannard Baker's 'Right to Work,' 1903 Excerpt (primary source)
- Jacob Riis' *How the Other Half Lives*, 1890 Excerpts (this can be broken into two groups) (primary sources)
- John Spargo's 'The Bitter Cry of Children,' 1906 Excerpt (primary source)
- Upton Sinclair's *The Jungle*, 1906 Excerpt (primary source)
- Anne S. Daniel's 'The Wreck of the Home,' 1905 Excerpt (primary source)
- "Carried the New Woman Fad Too Far," San Francisco Chronicle. July 7, 1896, 20.
- San Francisco Anti-Cross Dressing Ordinance, 1863;
- Havelock Ellis, *Sexual Inversion*, 3d ed. (Philadelphia: F. A. Davis, 1915), 350–351.
- Ralph Werther - Jennie June, "A Protest from an Androgyne," *American Journal of Urology and Sexology* 15, no. 7 (July 1919)
- Vice Commission of Chicago, *The Social Evil in Chicago: A Study of Existing Conditions with Recommendations* (Chicago, Gunthorp-Warren 1911)
- "Dr. Mary A. Sperry Leaves

	<p>Estate to Woman Companion," San Francisco Chronicle (San Francisco, California), May 22, 1919</p>	
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> • Summer Work • HIPPO documents warm-ups • AMSCO reading guides about each topic • Whole-class discussion during content lectures • AP-style stimulus-based multiple choice questions • AP-style short-answer questions • Analysis of/response to primary & secondary sources • EDpuzzle videos • Actively Learn Articles 	<ul style="list-style-type: none"> • APUSH Pretest • Summer Work Assessment • 6.2-6.3 Quiz • 6.5-6.7 'Impact of Gilded Age Business Leaders' DBQ Essay • 6.2-6.7 Test - major assessment • 6.8-6.9 Quiz • 6.10-6.11 Quiz • 6.12-6.13 Quiz • Unit 6 Assessment • MP 1 Common Assessment

Interdisciplinary Connections
<p>English Language Arts</p> <ul style="list-style-type: none"> • RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. • RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. • RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. • RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Mathematics

- S-ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6: Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a: Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences

Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Advanced Placement United States History Unit #2

APUSH Period 7 1890 - 1945

Updated: June 2024

Unit Overview:

This unit of the AP U.S. History Curriculum spans the time period from 1890-1945. The focus of this unit will be the transition of the modern United States onto the world stage while also transitioning its own economy and government into the 20th Century.

Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.

Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.

Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world. World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership

Essential Questions

7.2 - Imperialism: Debates

1. How did diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world during the Age of Imperialism?

7.3 - The Spanish - American War

2. How did diplomatic, economic, cultural, and

Enduring Understandings

7.2 - Imperialism: Debates

1. Imperialists cited the following to argue that Americans were destined to expand their culture and institutions to peoples around the globe: Economic opportunities, Racial theories, Competition with European empires and The perception in the 1890s that the western frontier was "closed".
2. Anti-imperialists cited principles of

military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world during the Age of Imperialism?

7.4 - The Progressives

3. In what way did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.
4. How did geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity?
5. Why did the development of America impact the environment and reshape geography, leading to debates about environmental and geographic issues?

7.5 - World War I: Military and

Diplomacy

6. In what way did diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world during World War I?

7.6 - World War I: Home Front

7. How did push and pull factors shape immigration to and migration within America, as well as the demographic change as a result of these moves shapes the migrants, society, and the environment during World War I on the home front?

7.7 - 1920s: Innovations in

Communication and

Technology

8. In what way did the interplay between markets, private enterprise, labor, technology, and government policy shape the American economy and, in turn, economic activity shapes society and government policy and drives technological innovations?

7.8 - 1920s: Cultural and Political

Controversies

9. How did push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment during the 1920s?
10. In what way did creative expression,

self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the United States should not extend its territory overseas.

7.3 - The Spanish - American War

3. The American victory in the Spanish–American War led to: The U.S. acquisition of island territories in the Caribbean and the Pacific, An increase in involvement in Asia and The suppression of a nationalist movement in the Philippines.

7.4 - The Progressives

4. Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.
5. The Progressives were divided over many issues : Some Progressives supported Southern segregation, while others ignored its presence, Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient and Progressives also disagreed about immigration restriction.
6. On the national level, Progressives sought federal legislation that they believed would: Effectively regulate the economy, Expand democracy and Generate moral reform.
7. Progressive amendments to the Constitution dealt with issues such as prohibition and women's suffrage.
8. Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.

7.5 - World War I: Military and

Diplomacy

9. After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles.
10. Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance

demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and how did these varying cultures often play a role in shaping government policy and developing economic systems?

7.9 - The Great Depression

11. How did the interplay between markets, private enterprise, labor, technology, and government policy shape the American economy and, in turn, economic activity shape society and government policy and drive technological innovation?

7.10 - The New Deal

12. How did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens?

7.11 - Interwar Foreign Policy

13. In what way did diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world in the interwar period?

7.12 - World War II: Mobilization

14. In what way were social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?

7.13 - World War II: Military

15. In what way did diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world during World War II?

7.14 - Postwar Diplomacy

16. In what way did diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world during the Post World War II period?

of the conflict in favor of the Allies.

11. Despite Wilson's deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.

7.6 - World War I: Home Front

12. Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.
13. Immigration from Europe reached its peak in the years before World War I. During World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.
14. The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.
15. In the Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.

7.7 - 1920s: Innovations in Communication and Technology

16. New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to: Improved standards of living, Greater personal mobility and Better communications systems.
17. New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.

7.8 - 1920s: Cultural and Political Controversies

18. By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for: Women, International migrants and Internal migrants.
19. After World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.

20. Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.

21. In the 1920s, cultural and political controversies emerged as Americans debated: Gender roles, Modernism, Science, Religion and Issues related to race and immigration.

7.9 - The Great Depression

22. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.

23. Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.

24. 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.

7.10 - The New Deal

25. Franklin Roosevelt's New Deal - attempted to end the Great Depression by using government power to: Provide relief to the poor, Stimulate recovery and Reform the American economy (Three R's).

26. Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system. Conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.

27. Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working class communities identified with the Democratic Party.

28. The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.

7.11 - Interwar Foreign Policy

29. In the years following World War I, the United States pursued a unilateral foreign policy that used the following to promote a vision of international order, even while maintaining

U.S. isolationism: International investment, Peace treaties and Select military intervention.

30. In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.

7.12 - World War II: Mobilization

31. The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops. Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans. Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.

7.13 - World War II: Military

32. Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about: Japanese wartime atrocities, Nazi concentration camps and The Holocaust.
33. Military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation.
34. The United States and its allies achieved military victory through: Allied cooperation, Technological and scientific advances, The contributions of servicemen and women, Campaigns such as Pacific "island-hopping" and the D-Day invasion and the use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.

7.14 - Postwar Diplomacy

35. The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the

Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p>7.2 - Imperialism: Debates</p> <p>1. Examine the similarities and differences in attitudes about the nation’s proper role in the world at the dawn of the 20th Century.</p> <p>7.3 - The Spanish - American War</p> <p>2. Analyze the effects of the Spanish–American War.</p> <p>7.4 - The Progressives</p> <p>3. Compare the goals and effects of the Progressive reform movement.</p> <p>4. Compare attitudes toward the use of natural resources from 1890 to 1945.</p> <p>7.5 - World War I: Military and Diplomacy</p> <p>5. Differentiate and explain the causes and consequences of U.S. involvement in World War I.</p> <p>7.6 - World War I: Home Front</p> <p>6. Assess the causes and effects of international and internal migration patterns over time.</p> <p>7.7 - 1920s: Innovations in Communication and Technology</p> <p>7. Measure the causes and effects of the innovations in communication and technology in the United States over time.</p> <p>7.8 - 1920s: Cultural and Political Controversies</p> <p>8. Evaluate the causes and effects of international and internal migration patterns over time.</p> <p>9. Interpret the causes and effects of developments in popular culture in the United States over time.</p> <p>7.9 - The Great Depression</p> <p>10. Illustrate and analyze the causes of the Great Depression and its effects on the economy.</p> <p>7.10 - The New Deal</p> <p>11. Formulate an argument and defend with evidence how the Great Depression and the New Deal impacted American political, social, and economic life over time.</p> <p>7.11 - Interwar Foreign Policy</p> <p>12. Examine the similarities and differences in attitudes about the nation’s proper role in the world in the interwar period.</p> <p>7.12 - World War II: Mobilization</p> <p>13. Create and defend, with evidence, an argument as to how and why U.S. participation in World War II transformed American society..</p> <p>7.13 - World War II: Military</p>	<p>43. 6.1.12.EconEM.5.a: 44. 6.1.12.GeoHE.5.a: 45. 6.1.12.CivicsDP.6.a: 46. 6.1.12.CivicsDP.6.b: 47. 6.1.12.CivicsPR.6.a: 48. 6.1.12.GeoHE.6.a: 49. 6.1.12.GeoGM.6.a: 50. 6.1.12.EconEM.6.a: 51. 6.1.12.EconNE.6.a: 52. 6.1.12.HistoryCC.6.c: 53. 6.1.12.HistoryCC.6.d: 54. 6.1.12.HistoryCA.6.a: 55. 6.1.12.CivicsDP.7.a: 56. 6.1.12.EconNM.7.a: 57. 6.1.12.HistoryCA.7.a: 58. 6.1.12.HistoryCA.7.b: 59. 6.1.12.HistoryUP.7.a: 60. 6.1.12.CivicsHR.8.a 61. 6.1.12.EconET.8.a: 62. 6.1.12.EconNM.8.a: 63. 6.1.12.HistoryCC.8.a: 64. 6.1.12.History CC.8.b: 65. 6.1.12.HistoryCC.8.c: 66. 6.1.12.GeoHE.9.a: 67. 6.1.12.EconNE.9.b: 68. 6.1.12.EconNE.9.c: 69. 6.1.12.A.9.a: 70. 6.1.12.HistoryCA.9.a: 71. 6.1.12.HistoryUP.9.a: 72. 6.1.12.CivicsPR.10.b: 73. 6.1.12.GeoHE.10.a: 74. 6.1.12.EconEM.10.a 75. 6.1.12.EconoNM.10.b: 76. 6.1.12.HistoryCA.10.a 77. 6.1.12.CivicsDP.11.a: 78. 6.1.12.CivicsHR.11.a: 79. 6.1.12.CivicsHR.11.b: 80. 6.1.12.EconET.11.a: 81. 6.1.12.HistoryCC.11.a: 82. 6.1.12.History CC.11.b: 83. 6.1.12.HistoryCC.11.c: 84. 6.1.12.HistoryCC.11.d:</p>

14. Evaluate the causes and effects of the victory of the United States and its allies over the Axis powers.

7.14 - Postwar Diplomacy

15. Analyze the consequences of U.S. involvement in World War II.

Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● HIPPO Documents ● Reading Guides for each Topic ● LEQ Writing Resources ● SBQ Answering resources ● Period 7 Discussion Google Slides ● Contextualizing Period 7 ● Imperialism Quick Write ● Spanish American Debate ● The Progressives Assessment ● SHEG U.S. Entry into WWI ● WWI Diplomatic Analysis ● SHEG League of Nations ● WWI Home Front Continuity and Change Graphic Organizer ● Chicago Race Riots Sheg ● Roaring 20's Tech Throwdown ● 1920's Cultural/Political Squeeze ● Causes and effects of the start of the Great Depression ● New Deal Divide and Conquer ● SHEG Migrant Mother ● Interwar Neutrality/Isolation ● WWII Mobilization/Japanese Internment ● SHEG Japanese Incarceration ● WWII causes and effects of allied victory. ● American Response to the Holocaust ● Aftermath of World War II Activity 	<ul style="list-style-type: none"> ● <i>American Pageant</i>, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016) ● <i>AMSCO Advanced Placement United States History</i>, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020) ● "The White Man's Burden": Rudyard Kipling, February 1899 ● "The Black Man's Burden": H.T. Johnson (an African-American clergyman), April 1899 ● "Poor Man's Burden,": George McNeill, March, 1899 ● Upton Sinclair, <i>The Jungle</i> (1906); Excerpt ● Excerpt from opinion in <i>Muller v. Oregon</i> (1908) ● Excerpts from <i>Plessy v. Ferguson</i> US Supreme Court (1896) ● 17th Amendment (1911) ● "The Spirit of Youth and the City Streets," by Jane Addams (1909) ● Grace Abbott, <i>The Immigrant and the Community</i> (1917) ● Pure Food and Drug Act (1906) ● Professor David H. Bennett, 2014 ● Document B: "The Case Against the "Reds" by A. 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EDpuzzle

- UCDHP- LGBTQ History through Primary Sources; The Roaring 20's
- UCDHP- LGBTQ History through Primary Sources; World War II

Folder of Lesson Resources

- Mitchell Palmer (1920)
- "FDR's Example Offers Lessons for Obama" Written by Steve Lohr (New York Times on January 27, 2009)
 - The American Vision, 2006, p. 393.
 - John Hope Franklin, From Slavery to Freedom: A History of Negro Americans, 1987 (Sixth Edition; first published in 1947).
 - August 16, 1919 in The Independent, a New York magazine.
 - Chicago Tribune, Chicago, April 12, 1919.
 - President Woodrow Wilson, in a speech before Congress, August 19, 1914.
 - President Woodrow Wilson, in a speech before Congress, April 2, 1917.
 - The American Journey, New York: Glencoe/McGraw-Hill, 2003.
 - Howard Zinn, A People's History of the United States, 1980.
 - Ma Rainey, Prove It On Me Blues (Port Washington, Wisconsin: Paramount, 1928)
 - Lucille Bogan, B.D. Woman's Blues (New York: American Record Corporation, 1935)
 - Algy More, "Let's All Be Fairies," recorded by the Durium Dance Band, sung by Fred Douglas, (London, UK: Huntley Trevor Music Co Ltd., 1932)
 - José Sarria papers, Courtesy of Gay, Lesbian, Bisexual, Transgender (GLBT) Historical Society
 - Letters from Esther Herbert to Marvyl Doyle, Marvyl Doyle Collection, One

	<p>National Gay and Lesbian Archives at the University of Southern California Pat Bond, Interviewed by Alan Burube World War Two Project</p> <ul style="list-style-type: none"> • May 1981, Transcribed by Loren Basham, Courtesy of Gay, Lesbian, Bisexual, Transgender (GLBT) Historical Society Libraries • Interview with Sarah Anne Davis by JoAnn Castillo, July 7, 1980, Voices of the Oral History Project of GLHSNC, Courtesy of Gay, Lesbian, Bisexual, Transgender (GLBT) Historical Society 	
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> • HIPPO documents warm-ups • AMSCO reading guides about each topic • Whole-class discussion during content lectures • AP-style stimulus-based multiple choice questions • AP-style short-answer questions • Analysis of/response to primary & secondary sources • EDpuzzle videos • Actively Learn Articles 	<ul style="list-style-type: none"> • Topic 7.2-3 Quiz • Topic 7.4 Quiz • Topic 7.2-4 Assessment • Progressive Era DBQ • Topic 7.5-6 Quiz • Topic 7.5-6 Assessment • Topic 7.7-8 Quiz • Topic 7.9 Quiz • Topic 7.7-10 Assessment • Topic 7.11-12 Quiz • Topic 7.11-14 Assessment • Common Assessment 2

Interdisciplinary Connections
English Language Arts

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Mathematics

- S-ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6: Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a: Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences

Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Advanced Placement United States History Unit # 3

APUSH Period 8 1945-1980

Updated: June 2024

Unit Overview:

This unit of the AP U.S. History Curriculum spans the time period from 1945-1980. The focus of this unit will be the evolution of the United States into the post war world while confronting a global threat externally while internally experiencing growth and prosperity as well as turmoil.

The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. United States policymakers engaged in a cold war with the authoritarian Soviet Union seeking to Limit the growth of Communist military power and ideological influence, Create a free-market global economy and Build an international security system. Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.

New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.

Essential Questions

Enduring Understandings

8.2 - The Cold War from 1945 to 1980

1. How did diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world?

8.3 - The Red Scare

2. Why did the development of and debates about democracy, freedom, citizenship,

8.2 - The Cold War from 1945 to 1980

1. United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to: limit the growth of Communist military power, ideological influence, create a free-market global economy and build an international security system. As postwar tensions dissolved the wartime alliance between Western democracies and the

diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, did these ideas shape political institutions and society?

8.4 - Economy After 1945

3. How did the interplay between markets, private enterprise, labor, technology, and government policy shape the American economy and, in turn, how did economic activity shape society and government policy and drive technological innovations?
4. In what way did push and pull factors shape immigration to and migration within America, and how did the demographic change as a result of these moves shape the migrants, society, and the environment?

8.5 - Culture after 1945

5. How did creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and how did these varying cultures often play a role in shaping government policy and developing economic systems?

8.6 - Early Steps in the Civil Rights

Movement (1940s and 1950s)

6. In what way were social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?

8.7 - America as a World Power

7. How did diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world?

8.8 - The Vietnam War

8. How did diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world?

8.9 - The Great Society

9. In what way did the debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of

Soviet Union, the United States developed a foreign policy based on: Collective security, International aid and Economic institutions that bolstered non-Communist nations. Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or *détente*).

8.3 - The Red Scare

2. Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of **containing** communism.

8.4 - Economy After 1945

3. During the time period after WWII, the following helped spur economic growth: a burgeoning private sector, federal spending, the baby boom and technological developments
4. As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.

8.5 - Culture after 1945

5. Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

8.6 - Early Steps in the Civil Rights

Movement (1940s and 1950s)

6. 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.
7. The three branches of the federal government used measures including desegregation of the armed services and *Brown v. Board of Education* (1954) to promote greater racial equality

8.7 - America as a World Power

8. Cold War competition extended to Latin America, the United States supported non-Communist regimes that had varying

citizens?

10. In what way did push and pull factors shape immigration to and migration within America, and how did the demographic change as a result of these moves shape the migrants, society, and the environment?

8.10 - The African American Civil

Rights Movement (1960s)

11. In what way were social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?
12. How did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens?

8.11 - The Civil Rights Movement

Expands

13. In what way were social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?

8.12 - Youth Culture of the 1960s

14. How did creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and how did these varying cultures often play a role in shaping government policy and developing economic systems?

8.13 - The Environment and Natural

Resources from

1968 to 1980

15. How did geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity and how did the development of America impact the environment and reshape geography, which leads to debates about environmental and geographic issues?

8.14 - Society in Transition

16. How did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions,

levels of commitment to democracy.

9. Americans debated the merits of a large nuclear arsenal and the military-industrial complex.
10. Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained non aligned.

8.8 - The Vietnam War

11. Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Vietnam.
12. Postwar decolonization and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained non aligned.
13. Americans debated the appropriate power of the executive branch in conducting foreign and military policy

8.9 - The Great Society

14. Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.
15. Liberalism, based on anti-communism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.
16. Liberal ideas found expression in Lyndon Johnson's Great Society which attempted to use federal legislation and programs to: end racial discrimination, eliminate poverty and address other social issues.
17. Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.

8.10 - The African American Civil

Rights Movement (1960s)

18. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including: legal challenges, direct action and nonviolent protest tactics.
19. Continuing resistance slowed efforts at

- political parties, and the rights of citizens?
17. How did creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and how did these varying cultures often play a role in shaping government policy and developing economic systems?

desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

20. The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality.

8.11 - The Civil Rights Movement Expands

21. Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.
22. Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.
23. Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms

8.12 - Youth Culture of the 1960s

24. Although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence.
25. Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.
26. Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.

8.13 - The Environment and Natural Resources from 1968 to 1980

27. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.
28. Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources.

29. The federal government established new environmental programs and regulations.
- 8.14 - Society in Transition**
30. In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.
31. Public confidence and trust in the government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals and foreign policy crises.
32. The 1970s saw growing clashes between conservatives and liberals over: social and cultural issues, the power of the federal government, race and movements for greater individual rights.
33. The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p>8.2 - The Cold War from 1945 to 1980</p> <p>1. Explain the continuities and changes in Cold War policies from 1945 to 1980.</p> <p>8.3 - The Red Scare</p> <p>2. Evaluate and analyze the causes and effects of the Red Scare after World War II.</p> <p>8.4 - Economy After 1945</p> <p>3. Analyze and explain the causes of economic growth in the years after World War II.</p> <p>4. Determine and evaluate the causes and effects of the migration of various groups of Americans after 1945.</p> <p>8.5 - Culture after 1945</p> <p>5. Appraise how mass culture has been maintained or challenged over time.</p> <p>8.6 - Early Steps in the Civil Rights Movement (1940s and 1950s)</p> <p>6. Evaluate how and why the civil rights movements developed and expanded from 1945 to 1960.</p> <p>8.7 - America as a World Power</p> <p>7. Differentiate and explain the various military and diplomatic</p>	<p>12. 6.1.12.HistoryCC.11.a: 13. 6.1.12.History CC.11.b: 14. 6.1.12.EconNE.12.a 15. 6.1.12.EconEM.12.a 16. 6.1.12.HistoryCC.12.a: 17. 6.1.12.HistoryCC.12.b: 18. 6.1.12.HistoryCC.12.c: 19. 6.1.12.HistoryCC.12.d: 20. 6.1.12.HistoryCC.12.e: 21. 6.1.12.HistorySE.12.a: 22. 6.1.12.CivicsPI.13.a 23. 6.1.12.CivicsDP.13.a: 24. 6.1.12.GeoPP.13.a: 25. 6.1.12.GeoHE.13.a: 26. 6.1.12.EconNE.13.a 27. 6.1.12.EconEM.13.a 28. 6.1.12.EconNE.13.a 29. 6.1.12.EconNE.13.b 30. 6.1.12.HistoryCC.13.a: 31. 6.1.12.HistoryCC.13.b: 32. 6.1.12.HistoryCC.13.c: 33. 6.1.12.HistoryCC.13.d:</p>

responses to international developments over time.

8.8 - The Vietnam War

- Determine and analyze the causes and effects of the Vietnam War.

8.9 - The Great Society

- Assess the causes and effects of continuing policy debates about the role of the federal government over time
- Summarize and analyze the continuities and changes in immigration patterns over time.

8.10 - The African American Civil Rights Movement (1960s)

- Differentiate how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.
- Assess the various ways in which the federal government responded to the calls for the expansion of civil rights.

8.11 - The Civil Rights Movement Expands

- Ascertain and evaluate how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

8.12 - Youth Culture of the 1960s

- Determine and evaluate how and why opposition to existing policies and values developed and changed over the course of the 20th century.

8.13 - The Environment and Natural Resources

from

1968 to 1980

- Assess how and why policies related to the environment developed and changed from 1968 to 1980.

8.14 - Society in Transition

- Evaluate the causes and effects of continuing policy debates about the role of the federal government over time.
- Examine the effects of the growth of religious movements over the course of the 20th century.

- 6.1.12.HistoryUP.13.a:
- 6.1.12.HistorySE.13.a:
- 6.1.12.CivicsPD.14.a:
- 6.1.12.CivicsDP.14.a:
- 6.1.12.GeoHE.14.a:
- 6.1.12.EconNE.14.a:
- 6.1.12.HistorySE.14.a:
- 6.1.12.HistorySE.14.b:
- 6.1.12.HistoryCC.14.c:
- 6.1.12.CivicsHR.15.a:
- 6.1.12.EconNE.15.a:
- 6.1.12.HistoryCC.15.c:
- 6.1.12.GeoHE16.a:

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> HIPPO Documents Reading Guides for each Topic LEQ Writing Resources SBQ Answering resources Period 8 Discussion Google Slides Contextualizing Period 8 Cold War Chronology Activity “Sneetches” Hiss Mock Trial G.I. Bill purpose and effect Culture after 1945; 	<ul style="list-style-type: none"> <i>American Pageant</i>, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016) <i>AMSCO Advanced Placement United States History</i>, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020) Black Panthers 10 Point Program 	<ul style="list-style-type: none"> Stanford History Education Group Gilder Lehrman Institute of American History Actively Learn EDpuzzle

<p>maintained and challenged</p> <ul style="list-style-type: none"> ● Early Civil Right T.P.S. ● America as a World Power; military and diplomatic responses. ● Causes and effects of Vietnam War ● Great Society Divide and Conquer ● 1960's Civil Rights expansions and efforts ● Civil Rights Movement Expands to other groups ● Youth/Counterculture Gallery ● Environmental Crisis and Response Evaluation ● Cause and Effect of Policy debates and role of government over time ● UCDHP- LGBTQ History through Primary Sources; Lavender Scare ● UCDHP- LGBTQ History through Primary Sources; Gay Liberation <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> ● Excerpts from Whittaker Chambers Testimony (August 3, 1948) ● Excerpts from Alger Hiss Testimony (August 5, 1948) ● Excerpts from Dr. Carl A. Binger Testimony (January 4, 1948) ● G.I. Bill Text ● Declaration of Independence of the Democratic Republic of Vietnam ● "Warriors Don't Cry" Excerpts ● "Summary June 15, 1950," Perversion Cases, Department of Commerce, Record Group 46: Records of the U.S. Senate, 1789-2015 ● Executive Order 10450 of Apr. 27, 1953 ● Pat Bond, Interviewed by Alan Burube World War Two Project May 1981, Transcribed by Loren Basham, Courtesy of Gay, Lesbian, Bisexual, Transgender (GLBT) Historical Society ● Lavender Scare (film), directed by Josh Howard, Full Exposure Films, 2016 ● Frank Kameny's Petition for a Writ of Certiorari #676, 1960. Series: Numerical Applications for Action, 1912-2017, Record Group 267: Records of the Supreme Court of the United States, 1772-2007, U.S. National Archives ● John Kerry, Secretary of State, "Apology for Past Discrimination Toward Employees and Applicants based on Sexual Orientation," Washington, DC, January 9, 2017 ● "Crisis," 1967, One National Gay and Lesbian Archives, University of 	
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	<p>Southern California</p> <ul style="list-style-type: none"> Joanie Millard, S.D., K.A., k/t, Karla Jay, Karla Jay, Nancy Williamson, et al. "The Lesbian Tide." Lesbian Tide, The 3, no. 5 (December 1, 1973). 	
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:

Formative	Summative
<ul style="list-style-type: none"> • HIPPO documents warm-ups • AMSCO reading guides about each topic • Whole-class discussion during content lectures • AP-style stimulus-based multiple choice questions • AP-style short-answer questions • Analysis of/response to primary & secondary sources • EDpuzzle videos • Actively Learn Articles 	<ul style="list-style-type: none"> • Topic 8.2 Quiz • Topic 8.3 Quiz • Topic 8.4 Quiz • Topic 8.5 quiz • Topic 8.2-5 Assessment • Topic 8.7 Quiz • Topic 8.8 Quiz • Topic 8.7-8 Assessment • Topic 8.6 Quiz • Topic 8.9 Quiz • Topic 8.10-11 Quiz • Topic 8.12-13 Quiz • Topic 8.14 Quiz • Topci 8.6, 8.9-14 Assessment • Common Assessment 3

Interdisciplinary Connections

English Language Arts

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Mathematics

- S-ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6: Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a: Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences

Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Advanced Placement United States History Unit #4

APUSH Period 9: 1980 - Present

Updated: June 2024

Unit Overview:

This unit of the AP U.S. History Curriculum spans the time period from 1980-Present Day. The focus of this unit will be the efforts of the United States to face international and domestic challenges after 1980 into the 21st Century.

A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.

The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.

As the 21st Century began, increased competition from globalization and financial mismanagement at home challenged American economic success. Corporate capitalism and tax cuts seemed to mainly benefit the top 5 percent, while the income of the lower and middle class stagnated. Industrial decline in many parts of America and downturns in the economy, such as the Great Recession of 2008, left many Americans living in or on the edge of poverty. A large portion of Americans called for change which led to the election of Barack Obama. The 2016 election saw the populist movement of Donald Trump win the presidency as well as the further division of the political landscape in the United States.

Essential Questions

9.2 - Reagan and Conservatism

1. How did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens?

9.3 - The End of the Cold War

2. In what way did diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world?

Enduring Understandings

9.2 - Reagan and Conservatism

1. Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.
2. Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained

9.4 - A Changing Economy

3. How did the interplay between markets, private enterprise, labor, technology, and government policy shape the American economy and in turn, in what way did economic activity shape society and government policy and drive technological innovations?

9.5 - Migration and Immigration in the 1990s and 2000s

4. What were the push and pull factors that shape immigration to and migration within America, and how did this demographic change as a result of these moves shape the migrants, society, and the environment?

9.6 - Challenges of the 21st Century

5. How did the diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world?

A.P. Review

6. What content is essential for success on the AP Exam?
7. What skills are essential for success on the AP Exam?

Post A.P. Exam

8. How did Americans face and respond to specific challenges at the end of the 20th century and into the 21st?

popular with voters.

3. Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.
4. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.
5. Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles and family structures

9.3 - The End of the Cold War

6. Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions and a buildup of nuclear and conventional weapons.
7. Important factors in ending the Cold War included: increased U.S. military spending, Reagan's diplomatic initiatives and Political changes and economic problems in Eastern Europe and the Soviet Union.
8. The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.

9.4 - A Changing Economy

9. Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.
10. Technological innovations in computing, digital mobile technology, and the internet transformed daily life, increased access to information, and led to new social behaviors and networks.
11. Employment increased in service sectors and decreased in manufacturing, and union membership declined.
12. Real wages stagnated for the working and middle class amid growing economic inequality.

9.5 - Migration and Immigration in the 1990s and 2000s

13. After 1980, the political, economic, and cultural influence of the American South and b continued to increase as the population shifted to those areas.
14. International migration from Latin America and Asia increased dramatically. The new

immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.

9.6 - Challenges of the 21st Century

- 15. In the wake of attacks on the World Trade Center and the Pentagon in 2001, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.
- 16. The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.
- 17. Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.
- 18. Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.

A.P. Review

- 19. The Advanced Placement Course culminates in a comprehensive exam covering all aspects of course.

Post A.P. Exam

- 20. Americans responded to challenges in a variety of ways including becoming more globalistic, becoming more politically polarized, electing populist leaders and altering long standing foreign policy objectives.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p>9.2 - Reagan and Conservatism</p> <p>1. the causes and effects of continuing policy debates about the role of the federal government over time.</p> <p>9.3 - The End of the Cold War</p> <p>2. the causes and effects of the end of the Cold War and its legacy.</p> <p>9.4 - A Changing Economy</p> <p>3. the causes and effects of economic and technological change over time.</p> <p>9.5 - Migration and Immigration in the 1990s and 2000s</p> <p>4. the causes and effects of domestic and international</p>	<p>22. 6.1.12.CivicsPI.14.a</p> <p>23. 6.1.12.CivicsPI.14.b</p> <p>24. 6.1.12.CivicsPI.14.d:</p> <p>25. 6.1.12.CivicsCM.14.b:</p> <p>26. 6.1.12.CivicsPD.14.a</p> <p>27. 6.1.12.CivicsDP.14.a</p> <p>28. 6.1.12.GeoPP.14.b:</p> <p>29. 6.1.12.GeoHE.14.a:</p> <p>30. 6.1.12.EconNE.14.a:</p> <p>31. 6.1.12.EconET.14.b:</p> <p>32. 6.1.12.HistoryCA.14.a:</p> <p>33. 6.1.12.HistoryCC.14.a:</p> <p>34. 6.1.12.HistorySE.14.a-c:</p>

<p>migration over time.</p> <p>9.6 - Challenges of the 21st Century</p> <p>5. the causes and effects of the domestic and international challenges the United States has faced in the 21st century</p> <p>A.P. Review</p> <p>6. Identify all main ideas and concepts from the AP Curriculum.</p> <p>7. Apply all skills learned throughout the course including answering Stimulus Based Questions, responding to Short Answer Questions, responding to the Long Essay and responding to the Document Based Question.</p> <p>Post A.P. Exam</p> <p>8. Examine and analyze efforts to respond to the challenges of Contemporary America.</p>	<p>35. 6.1.12.HistoryCC.14.b:</p> <p>36. 6.1.12.HistoryCC.14.c-e</p> <p>37. 6.1.12.CivicsPR.15.a</p> <p>38. 6.1.12.EconNE.15.a:</p> <p>39. 6.1.12.HistoryCC.15.a:</p> <p>40. 6.1.12.HistorySE.15.a-c:</p> <p>41. 6.1.12.GeoHE16.a:</p> <p>42. 6.1.12.EconGE.16.a:</p>
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● HIPPO Documents ● Reading Guides for each Topic ● LEQ Writing Resources ● SBQ Answering resources ● Period 9 Discussion Google Slides ● Contextualizing Period 9 Primary Source Analysis ● Reagan and the Role of the Federal Government ● End of the Cold War Cause and Effect Flow Chart ● Evaluating Statistics on a Changing Economy ● Immigration and Point of View Analysis ● Causes and effects of the domestic and international challenges in the 21st century ● AP Exam Review Activities ● “Little Rock 50 Years Later” (Documentary) ● Am I ready for College? ● “The Social Network.” ● “Just Mercy” ● “The Post” <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> ● <i>American Pageant</i>, AP Edition, 16th Edition - David M. Kennedy, Lizabeth Cohen (Cengage Learning, 2016) ● <i>AMSCO Advanced Placement United States History</i>, 4th Edition - John J. Newman, John M. Schmalbach (Perfection Learning, 2020) ● First Inaugural Address of Ronald Reagan ● “Reagan and Keynes: The Love That Dare Not Speak Its Name” article from the New Yorker. Written by John Cassidy (April 30, 2014) ● Source: Job Training Partnership Act (enacted in October 1982). ● Interview with Democratic House of Representatives Congressman Richard Gephardt (April 26, 2001). ● Interview with economist Milton Friedman (October 1, 2000). ● Chapter 9: Reagan Administration 1981-1988 ● Union Members Summary 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EDpuzzle

	<p>Source: US Bureau of Labor Statistics Released January 22, 2021</p> <ul style="list-style-type: none"> Facebook Is Invading Your Phone Sam Sclinkert – Daily Beast 2013 	
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> • HIPPO documents warm-ups • AMSCO reading guides about each topic • Whole-class discussion during content lectures • AP-style stimulus-based multiple choice questions • AP-style short-answer questions • Analysis of/response to primary & secondary sources • EDpuzzle videos • Actively Learn Articles 	<ul style="list-style-type: none"> • Topic 9.2 Quiz • Topic 9.3 Quiz • Topic 9.4-5 Quiz • Topic 9.6 Quiz • Topic 9.2-6 Assessment • Period 1-2 Quiz • Period 3 Quiz • Period 4 Quiz • Period 5 Quiz • Periods 1-5 Assessment • Period 6 Quiz • Period 7 Quiz • Period 8 Quiz • Periods 6-9 Assessment • AP Practice Test

Interdisciplinary Connections
<p>English Language Arts</p> <ul style="list-style-type: none"> • RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. • RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

- RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Science

- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences

Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPKSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)