



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

COURSE TITLE	Advanced Placement United States History II							
GRADE BAND		K-4		5-6		7-8	X	9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	October 10, 2022							

COURSE OVERVIEW

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

Advanced Placement United States History II is a full year college level course which is intended to prepare students to successfully take the AP exam for United States History. The course content begins with the Gilded Age and runs through the current time period. The course focuses on the overarching themes of the growth of the United States into a modern world power, while at the same time delving into the social, political, and economic forces that have shaped the American populace domestically. The course is closely aligned with the College Board Advanced Placement Framework, and implements the College Board Historical Thinking Skills and the seven Thematic Learning Objectives designed by the College Board. The course also focuses heavily on the use of primary sources and using those primary sources to support an argument while writing document-based questions.

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UNIT OF STUDY	Time Period 6 (1865-1898) <ul style="list-style-type: none"> ● The Development of the Industrial United States ● The Rise of Organized Labor ● The End of the Frontier ● The New South
PACING	30 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How has technological innovation affected economic development and American society? ● How did different labor systems develop in the United States, and what were their effects on both workers' lives and U.S. society? ● How did American growth expand opportunity, while economic instability led to new efforts to reform U.S. society and its economic system? ● How have patterns of exchange, markets, and private enterprise developed, and in what ways have governments responded to economic issues? ● How have various political ideas, beliefs, institutions, party systems, and alignments developed and changed? ● Why was there a need for political, social and economic reforms, and how did they occur? ● Why did the U.S. government declare the Frontier closed? ● How does immigration to North America affect U.S. society? ● How have different beliefs about the federal government's role in U.S. social and economic life affected political debates and policies? ● How did society and politics affect different groups of people in America? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. ● The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and tensions between ethnic and social groups. ● Technological innovation has affected economic development and society. ● Many factors affected U.S. diplomatic, economic, and military initiatives in North America and overseas, which created various outcomes. ● Different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies. ● Relationships among different regional, social, ethnic, and racial groups relate to American identity and change over time. ● Internal migration and patterns of settlement in what would become the United States had many causes and affected American life in a variety of ways. ● Ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity. ● Popular movements, reform efforts, and activist groups have sought to change American society and institutions. 	
LEARNING TARGETS	

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- Use primary source documents related to the Gilded Age to analyze historical events and to write an introductory essay paragraph with a thesis statement that addresses a prompt.
- Use primary source documents related to the Gilded Age to analyze historical context/situation, intended audience, purpose and point of view.
- Answer stimulus based questions to evaluate Gilded Age effects on the rise of big business and organized labor, the New South and the end of the Frontier.

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● HIPPO Analysis ● Class Discussion ● Document-Based Essay
Formative	<ul style="list-style-type: none"> ● Homework Assignments ● Key Concept Graphic Organizers ● Class Discussions ● Student Presentations ● Weekly Reading Quizzes ● Primary Source HIPPO Analysis ● Short Answer Quizzes ● HIPPO Analysis ● Exit Tickets ● Self and Peer Assessment
Summative	<ul style="list-style-type: none"> ● Primary Source HIPPO analysis ● Stimulus-Based Multiple Choice Questions ● Document-Based Essays ● Student Products
Benchmark	<ul style="list-style-type: none"> ● Contextualization of the Time Period ● HIPPO Analysis ● Thesis Development ● Stimulus-Based Multiple Choice Assessment

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

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- 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- ● 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
- 6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
- 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
- ● 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
- 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

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- 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
- 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Mathematics

- None.

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Science
<ul style="list-style-type: none"> ● Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS3-3). ● Modern civilization depends on major technological systems. (HS-ESS3-1), (HS-ESS3-3). ● Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-ESS3-2), (HS-ESS3-4). ● New technologies can have deep impacts on society and the environment, including some that were not anticipated. (HS-ESS3-3). ● Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ESS3-2). ● New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ETS1-1), (HS-ETS1-3).
Visual & Performing Arts
<ul style="list-style-type: none"> ● None.
World Languages
<ul style="list-style-type: none"> ● None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
<i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> ● None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> ● None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> ● Historian/History Teacher ● Archivist/Public Historian ● Museum studies

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- Engineer
- Inventor
- Entrepreneur
- Politician
- U.S. Military

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- As per the standards above, this unit includes content related to Black history (Amistad Curriculum Mandate), human rights of indigenous people (Holocaust Curriculum Mandate), and the experiences of Asian-Americans and Pacific Islanders (Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site. Students use a variety of sources to analyze the evidence supporting and refuting arguments from various perspectives.

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- Caliguire, A., Leach R. *Advanced Placement American History I: The Evolving Nation-State*. The Center for Learning, 1987.
- Foner, E. *Give Me Liberty!: An American History*. W.W. Norton & Company, 2016.
- Gillon, S. *Ten Days that Unexpectedly Changed America*. Crown, 2006.
- Hilton, K. *Document-Based Assessment for U.S. History*. J. Weston Walch, 2006.
- Hymowitz, C. and M. Weissman. *A History of Women in America*, McGraw Hill, 1978.
- Irish, J. *Historical Thinking Skills: A Workbook for U.S. History*. W.W. Norton & Company, 2015.
- Kovacs, M., Miller, D., Ritter, J. *Advanced Placement American History II: Twentieth Century Challenges*. The Center for Learning, 1987.
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- Sheets, Kevin B. *Sources for America's History Volume 2: Since 1865*, Eighth Edition. Bedford/St. Martins, 2014.
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- "American Becomes a World Power", *YouTube*. Uploaded by Geography Center. 2015. Retrieved August 17, 2022 <https://youtu.be/Vwd9-PZSWjk>.
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- "Boss Tweed - Thomas Nast", 1999. *YouTube*. Uploaded by Jim Keefe. Retrieved August 17, 2022 from https://youtu.be/YildL_iQFY.
- "Coming to America: Celebrating the Immigrant Experience", Uploaded by the US National Archives. Retrieved August 17, 2022 from <https://www.youtube.com/watch?v=WPDJU8FgOps&themeRefresh=1>.
- "Cotton Mill Girl: Behind Lewis Hine's Photograph & Child Labor Series." *YouTube*, Uploaded by TIME. Retrieved August 23, 2022 from <https://youtu.be/pOlvdhmMaOE>
- "Westward Expansion: Crash Course U.S. History #24", *YouTube*, Uploaded by Crash Course, August 8, 2013. Retrieved August 23, 2022 from <https://youtu.be/Q16OZkgSxfM>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- "Growth, Cities, and Immigration: Crash Course U.S. History #25", *YouTube*, Uploaded by Crash Course, August 15, 2013. Retrieved August 23, 2022 from <https://youtu.be/RRhjqqe750A>.
- "Gilded Age Politics: Crash Course U.S. History #26", *YouTube*, Uploaded by Crash Course, August 23, 2013. Retrieved August 23, 2022 from <https://youtu.be/Spgdy3HkcSs>.
- *Education and Resources*. ADL. (n.d.). Retrieved August 8, 2022, from <https://www.adl.org/education-and-resources>.

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- Francesconi, Gino. *Andrew Carnegie—Gilded Age Philanthropist*. Carnegie Hall. 2013. https://archive.org/details/podcast_from-carnegie-hall-archive_andrew-carnegie-gilded-age-p_h_1000125554768.
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- Khan Academy. (n.d.). *The Gilded Age (1865-1898) U.S. History*. Khan Academy. <https://www.khanacademy.org/humanities/us-history/the-gilded-age>.
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- *Resource library*. NEA. (n.d.). Retrieved August 8, 2022 from <https://www.nea.org/resource-library>.
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- The History Channel. “*The Century America’s Time- The Beginning: Seeds of Change*”, YouTube, Uploaded by John F. McDonnell. Retrieved August 23, 2022 from <https://youtu.be/dssfipirT2U>.
- “*The Industrial Economy: Crash Course U.S. History #23*”, YouTube, Uploaded by Crash Course, July 25, 2013. Retrieved August 23, 2022 from <https://youtu.be/r6tRp-zRUJs>.
- “*The 20th Century: A Moving Visual History*,” Twentieth Century, MPI Home Video. 2000.
- *US History Lesson Plan Resources*. PBS LearningMedia. (n.d.). Retrieved August 8, 2022 from <https://www.pbslearningmedia.org/subjects/social-studies/us-history/>.
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UNIT OF STUDY	Time Period 7 (1890-1945) <ul style="list-style-type: none"> ● The Emergence of Modern America: Progressive Reforms ● Imperialism and World War I ● The Emergence of Modern America: Roaring Twenties ● The Great Depression and New Deal ● World War II
PACING	65 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How have popular movements, reform efforts, and activist groups sought to change American society and institutions? ● How have different beliefs about the federal government’s role in U.S. social and economic life affected political debates and policies? ● How have interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship affected American values, politics, and society? ● How have different group identities, including racial, ethnic, class, gender, and regional identities, emerged and changed over time? ● What were the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas? ● How did participation in a series of global conflicts propel the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world? ● How did ideas about national identity change in response to U.S. involvement in international conflicts and the growth of the United States? ● How did society and politics affect different groups of people in America? ● What caused internal migration and various patterns of settlement in the United States, and how has this migration affected American life? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. ● An expanding market for international trade promoted policies that resulted in America emerging as a world power. ● The involvement of the United States in World War I affected politics, the economy, and geopolitical relations following the war. ● The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems. ● The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society. ● Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy. ● The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. ● Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women. 	

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- Patterns of exchange, markets, and private enterprise have developed over time and prompted a variety of government responses to economic issues.
- Economic growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.
- Technological innovation has affected economic development and society.
- Ideas about women’s rights and gender roles have affected society and politics.
- Many different social and religious groups and their ideas have affected American society and political life in various ways.
- Different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- National identity changed in response to U.S. involvement in international conflicts and the growth of the United States.
- Ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- Relationships among different regional, social, ethnic, and racial groups relate to American identity and change over time.

LEARNING TARGETS

- Use primary source documents related to the Progressive Era, Imperialism, and World War I to analyze historical events and to write an introductory essay paragraph and create a thesis statement that addresses a prompt.
- Use primary source documents related to the Progressive Era, Imperialism and World War I to analyze historical context/situation, intended audience, purpose, and point of view.
- Answer stimulus-based questions to evaluate the effects of the Progressive Era, imperialism, and World War I.

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● HIPPO Analysis ● Class discussion ● Document Based-Essay
Formative	<ul style="list-style-type: none"> ● Homework Assignments ● Key Concept Graphic Organizers ● Class Discussions ● Student Presentations ● Weekly Reading Quizzes ● Primary Source HIPPO analysis ● Short Answer Quizzes ● HIPPO Analysis ● Exit Tickets ● Self and Peer Assessment
Summative	<ul style="list-style-type: none"> ● Primary Source HIPPO Analysis ● Stimulus-Based Multiple Choice Questions ● Document-Based Essays ● Student Products

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Benchmark	<ul style="list-style-type: none"> ● Contextualization of the Time Period ● HIPPO Analysis ● Thesis Development ● Stimulus-based Multiple Choice Assessment
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone). ● 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups. ● 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment. ● 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women. ● 6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration. ● 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. ● 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer. ● 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. ● 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. ● 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit). ● 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability. ● 6.1.12.EconNE.9.c: Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health. ● 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System). ● 6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression. ● 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. ● 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. ● 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. ● 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security). 	

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- 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.EconoNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
- 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
- 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
- 6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

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Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

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World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Historian/History Teacher
- Archivist/Public Historian
- Museum studies
- Investigative Journalist
- Social Worker
- Stock Broker/Investor
- Musician
- Marketing/Advertising
- Entrepreneur
- Labor Leader/Union Representative
- International Relations
- U.S. Diplomat
- U.S. Military

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- In accordance with the standards, this unit includes the experiences of Black people during the Great Migration (Amistad Curriculum Mandate), human rights issues affecting various groups of people (Holocaust Curriculum Mandate), and history of Asian-Americans and Pacific

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Islanders particularly in relation to protests about U.S. imperialism and war time violations of human rights (Asian-American and Pacific Islander Curriculum Mandate).

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Caliguire, A., Leach R. *Advanced Placement American History I: The Evolving Nation-State*. The Center for Learning, 1987.
- Foner, E. *Give Me Liberty!: An American History*. W.W. Norton & Company, 2016.
- Gillon, S. *Ten Days that Unexpectedly Changed America*. Crown, 2006.
- Hilton, K. *Document-Based Assessment for U.S. History*. J. Weston Walch, 2006.
- Irish, J. *Historical Thinking Skills: A Workbook for U.S. History*. W.W. Norton & Company, 2015.
- Hymowitz, C. and M. Weissman. *A History of Women in America*, McGraw Hill, 1978.
- Kovacs, M., Miller, D., Ritter, J. *Advanced Placement American History II: Twentieth Century Challenges*. The Center for Learning, 1987.

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- Larson, E. *Devil in the White City*, Vintage Books, 2004.
- Newman, J. J., & Schmalbach, J. M. *United States History Preparing for the Advanced Placement Exam*. Perfection Learning, 2022.
- Sheets, Kevin B. *Sources for America's History Volume 2: Since 1865*, Eighth Edition. Bedford/St. Martins, 2014.
- Sinclair, Upton. *The Jungle*. Dover, 2001.
- Wilson, W., Herman, G. *Critical Thinking: Using Primary Sources in U.S. History*. J. Weston Walch. 2000.
- *About American memory*. Mission and History (American Memory from the Library of Congress). (n.d.). Retrieved August 8, 2022 from <https://memory.loc.gov/ammem/about/index.html>.
- *About this program:teachers:programs:library of Congress*. The Library of Congress. (n.d.). Retrieved August 8, 2022 from <https://www.loc.gov/programs/teachers/about-this-program/?loclr=blogtea>.
- "A History of Levittown, Pennsylvania." YouTube. Uploaded by UWFPublic History. Retrieved August 21, 2022 from https://www.youtube.com/watch?v=OoQmCMUDB_4&list=PLk0l_mp3kKaAQdUiFqPRPS9qGgBGyGlgm&index=18.
- "America the Story of Us," A&E Television Networks, Houghton Mifflin Harcourt, (2010).
- *American identity*. National Museum of American History. (2013, September 26). Retrieved August 9, 2022 from <https://americanhistory.si.edu/treasures/american-identity>.
- "American Imperialism": Crash Course U.S. History #28", YouTube, Uploaded by Crash Course, September 5, 2013. Retrieved on August 21, 2022 from <https://www.youtube.com/watch?v=QfsfoFqsFk4>.
- "Bay of Pigs Invasion Lessons Learned." YouTube. Uploaded by Council on Foreign Relations. Retrieved August 21, 2022 from https://www.youtube.com/watch?v=U6UkrevWYeY&ab_channel=CouncilonForeignRelations.
- "Bay of Pigs 50th anniversary - Two veterans discuss what happened." YouTube. Uploaded by the Miami Herald from https://www.youtube.com/watch?v=cleb8OXBd_8&list=PLk0l_mp3kKaCG9mgU756z0qLcktUp_e6m&index=14.
- "Berlin in July 1945 (HD 1080p color footage)." YouTube. Uploaded by Berlin Channel. Retrieved August 20, 2022 from https://www.youtube.com/watch?v=R5i9k7s9X_A&ab_channel=BERLINCHANNEL.
- "Best 1950's Vintage TV Commercial Ads- Old Ads Compilation Part1." YouTube. Uploaded by Retro Advertising. Retrieved August 21, 2022 from https://www.youtube.com/watch?v=DBiLvks0-Eg&list=PLk0l_mp3kKaAQdUiFqPRPS9qGgBGyGlgm&index=10.
- *Cinderella Man*. Directed by Ron Howard. Universal Pictures, Touchstone Pictures, Walt Disney Studio Motion Pictures, Miramax, 2005.
- *Come See the Paradise*. Directed by Alan Parker. 20th Century Studios, 1990.
- "Communism | The 20th century | World history | Khan Academy." YouTube. Uploaded by Khan Academy. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=MmRgMAZYNO&t=1s>.
- "Communism vs. Socialism: What's The Difference?." YouTube. Uploaded by NowThis World. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=FrtDZ-LOxFw&t=1s>.
- "Duck and Cover 1951 Bert the Turtle." YouTube. Uploaded by Nuclear Vault. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=IKqXu-5jw60&t=2s>.

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- *"Dwight D. Eisenhower: I Like Ike (1951-1961)." YouTube.* Uploaded by Professor Dave Explains. Retrieved August 21, 2022 from https://www.youtube.com/watch?v=jBcenuer5N0&list=PLk0I_mp3kKaAQdUiFqPRPS9qGgBGyGlqm&index=21.
- *Education and resources.* ADL. (n.d.). Retrieved August 8, 2022 from <https://www.adl.org/education-and-resources>.
- *"Fascism vs Democracy - What's The Difference?." YouTube.* Uploaded by The Infographics Show. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=OLMubDyV63w&t=2s>.
- *Flags of Our Fathers.* Directed by Clint Eastwood. Warner Brothers, Paramount Pictures, DreamWorks Pictures, 2006.
- *Franklin E. Roosevelt Inaugural Address 1933.* YouTube, Uploaded by IronPiedmont. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=7nSgMWW-808>.
- *"From Isolation to Empire: The Aftermath of the Spanish American War."* YouTube. Uploaded by Tara Balakrishnan. Retrieved August 21, 2022 from https://www.youtube.com/watch?v=DL2ZcqSRnzU&list=PLk0I_mp3kKaBZnjnLjc5HB6oM4fKfL13k&index=1.
- *Just The Facts: Emergence of Modern America - The Roaring Twenties [DVD].* Goldhill Home Media. 2008.
- *Just The Facts: Emergence of Modern America - The Great Depression [DVD].* Goldhill Home Media. 2008.
- Hanks, T., Spielberg, S., & Goetzman, G. *Band of Brothers.* Playtone, DreamWorks Television, HBO Entertainment, 2001.
- Hanks, T., Spielberg, S., & Goetzman, G. *The Pacific.* Playtone, DreamWorks Television, Warner Brothers Television, 2010.
- "History Lessons." *Stanford History Education Group,* <https://sheg.stanford.edu/history-lessons>.
- *"History of the GI Bill."* YouTube. Uploaded by the Veterans Health Administration. Retrieved August 21, 2022 from https://www.youtube.com/watch?v=z70VniCci6U&list=PLk0I_mp3kKaAQdUiFqPRPS9qGgBGyGlqm&index=14.
- *"Hiroshima: Dropping The Bomb."* YouTube. Uploaded by BBC Studios. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=3wxWNAM8Cso&t=2s>.
- *"Hoover and the Great Depression."* YouTube. Uploaded by PragerU. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=KfeHWnaK7rY>.
- Best, Ryan and Elena Mejía. "The Lasting Legacy of Redlining." *FiveThirtyEight.* Retrieved September 28, 2022 from <https://projects.fivethirtyeight.com/redlining/>.
- "Mapping Inequality: Redlining in New Deal America." University of Richmond. Retrieved September 28, 2022 from <https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>.
- Lopez, Mark. "Segregated by Design." *Vimeo.* Retrieved September 28, 2022 from <https://vimeo.com/328684375>.
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- *"How the GI Bill Transformed the American Dream - CBS Sunday Morning."* YouTube. Uploaded by gilgamesh21. Retrieved on August 21, 2022 from https://www.youtube.com/watch?v=4qvrkMmw5gg&list=PLk0I_mp3kKaAQdUiFqPRPS9qGgBGyGlqm&index=5.

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- *"Island Hopping Strategy."* YouTube. Uploaded by US HISTORY HELP: World War II. Retrieved August 20, 2022 from https://www.youtube.com/watch?v=YT-U0a_8Wo8&t=1s.
- *"JFK and the New Frontier."* YouTube. Uploaded by Tom Swanson. Retrieved August 21, 2022 from <https://www.youtube.com/watch?v=dI5XnGcNs-g&t=2s>.
- *"JFK Cuban Missile Crisis Speech (10/22/1962)."* YouTube. Uploaded by CONELRAD6401240. Retrieved August 21, 2022 from <https://www.youtube.com/watch?v=WYVPx3x3oCg&t=5s>.
- *"John F. Kennedy - Cuban Missile Crisis speech."* YouTube. Uploaded by Major Kong. Retrieved August 21, 2022 from <https://www.youtube.com/watch?v=ZLxgeINIBEM&t=1s>.
- *"Kennedy vs. Nixon - 1st 1960 Debate."* YouTube. Uploaded by Major Kong. Retrieved August 21, 2022 from <https://www.youtube.com/watch?v=QazmVHA00os&t=1s>.
- *"Lesson 9 The Yalta Conference and The Potsdam Conference US Diplomacy."* YouTube. Uploaded by NorseA. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=3zOhKMJvQRc&t=3s>.
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- *Pearl Harbor.* Directed by Michael Bay. Touchstone Pictures, Walt Disney Studio Motion Pictures, 2001.
- *Post World War II Boom - The American Dream - Conformity, Boomers, 'Teen' Agers, Urban Sprawl."* YouTube. Uploaded by Texas Liberty Advocate Network Archive. Retrieved August 21, 2022 from <https://www.youtube.com/watch?v=oFAkIf7zP20>.
- *"Progressive Presidents: Crash Course U.S. History #29."* YouTube, Uploaded by Crash Course, September 12, 2013. Retrieved August 21, 2022 from <https://www.youtube.com/watch?v=F7fISW1PGsA&t=3s>.
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- *"Remembering Pearl Harbor."* YouTube. Uploaded by CBS Sunday Morning. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=ncBSa6TuH94&t=1s>.
- *"Remembering Pearl Harbor on the 80th Anniversary of the Attack."* YouTube. Uploaded by CBS Sunday Morning. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=vBcny6MfLnQ&t=1s>.
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- "SPOTLIGHT: The Attack On Pearl Harbor." YouTube. Uploaded by Encyclopedia Britannica. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=PbJrC3p6rlk&t=1s>.
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- "The Great Depression in 4 Minutes.." YouTube. Uploaded by How it Happens. Retrieved August 20, 2022 from <https://www.youtube.com/watch?v=wAZ-RpAO1z4&t=2s>.
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- "The Century America's Time- 1920-1929 Boom to Bust." YouTube. Uploaded by John F. McDonnell from The History Channel. Retrieved August 21, 2022 from <https://www.youtube.com/watch?v=RN7ftyZigYs&t=1s>.
- "The Century America's Time- 1929-1936 Stormy Weather." YouTube. Uploaded by John F. McDonnell from The History Channel. Retrieved August 23, 2022 from <https://youtu.be/zSfzFWU5LbY>.
- "The Century America's Time- 1936-1941 Over the Edge." YouTube. Uploaded by John F. McDonnell from The History Channel. Retrieved August 23, 2022 from <https://youtu.be/EWg2xghlbnc>.
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- "The Century America's Time- 1941-1945 Home Front." YouTube. Uploaded by John F. McDonnell from The History Channel. Retrieved August 23, 2022 from <https://youtu.be/ZPP0ae2zrXY>.
- "The Iron Curtain has Descended And Germany Gets Divided I THE COLD WAR." YouTube. Uploaded by It's History. Retrieved August 20, 2022 from <https://youtu.be/5zBfIJ4ABIQ>.
- "The Korean War - The Cold War Turns Hot." YouTube. Uploaded by It's History. Retrieved August 20, 2022 from <https://youtu.be/tmM2Y275TRO>.
- "The New Deal": Crash Course U.S. History #34." YouTube. Uploaded by Crash Course, October 18, 2013. Retrieved August 23, 2022 from <https://youtu.be/6bMq9Ek6jnA>.
- "The Potsdam Conference - When the Cold War began." YouTube. Uploaded by CHRONOS-MEDIA History. Retrieved August 20, 2022 from <https://youtu.be/i9zrJWV-8ks>.
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UNIT OF STUDY	Time Period 8 (1945-1980) <ul style="list-style-type: none"> ● Postwar United States: Cold War ● Postwar United States: Civil Rights and Social Change ● United States: Domestic Policies ● United States: International Policies
PACING	60 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What were the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas? ● How have ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States? ● How have ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity? ● How have relationships among different regional, social, ethnic, and racial groups, and these groups' experiences shaped U.S. national identity? ● How have different group identities, including racial, ethnic, class, gender, and regional identities, emerged and changed over time? ● How have geographic and environmental factors shaped the development of various communities, especially for marginalized groups? ● How have political ideas, beliefs, institutions, party systems, and alignments developed and changed? ● How have different beliefs about the federal government's role in U.S. social and economic life affected political debates and policies? ● How have popular movements, reform efforts, and activist groups sought to change American society and institutions? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● 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. ● Interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society. ● Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years. ● The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. ● New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. ● Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. ● 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. 	

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LEARNING TARGETS

- Use primary source documents related to the Cold War and Second Red Scare, the Civil Rights Movement, Vietnam War, social protest movements to analyze historical events and to write an introductory essay paragraph and create a thesis statement that addresses a prompt.
- Use primary source documents related to the Cold War and Second Red Scare, the Civil Rights Movement, Vietnam War, social protest movements to analyze historical context/situation, intended audience, purpose and point of view.
- Answer stimulus based questions to evaluate the effects of the Cold War and Second Red Scare, the Civil Rights Movement, Vietnam War, and social protest movements.

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● HIPPO Analysis ● Class Discussion ● Document-Based Essay
Formative	<ul style="list-style-type: none"> ● Homework Assignments ● Key Concept Graphic Organizers ● Class Discussions ● Student Presentations ● Weekly Reading Quizzes ● Primary Source HIPPO analysis ● Short Answer Quizzes ● HIPPO Analysis ● Exit Tickets ● Self and Peer Assessment
Summative	<ul style="list-style-type: none"> ● Primary Source HIPPO analysis ● Stimulus-Based Multiple Choice Questions ● Document-Based Essays ● Student Products
Benchmark	<ul style="list-style-type: none"> ● Contextualization of the Time Period ● HIPPO Analysis ● Thesis Development ● Stimulus-based Multiple Choice Assessment

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

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- 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
- 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

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- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- 6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
- 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.
- 6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

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- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
- 6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

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- 6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.

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- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Historian/History Teacher
- Archivist/Public Historian
- Museum Studies
- Urban/Suburban Planner
- Realtor
- U.S. Military
- Social Worker

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- TV Actor/Producer/News Reporter
- Politician

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- In alignment with the standards cited in this unit, instruction addresses movements for social justice including the Civil Rights Movement, American Indian Movement, La Raza, and efforts by other groups to increase equality (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Inclusive Curriculum Mandate, Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

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- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Caliguire, A. and R. Leach. *Advanced Placement American History I: The Evolving Nation-State*. The Center for Learning, 1987.
- Caputo, Philip. *A Rumor of War*. Holt, 1996.
- Caron, Rachel. *Silent Spring*. Houghton Mifflin Company, 2002.
- Clayborne, Carson. *The Eyes on the Prize. Civil Rights Reader: Documents, Speeches and Firsthand Accounts from the Black Freedom Struggle*. Penguin, 1991.
- Edelman, Bernard. *Dear America: Letters Home From Vietnam*. WW Norton & Company, 1985.
- Foner, E. *Give Me Liberty!: An American History*. W.W. Norton & Company, 2016.
- Freidan, Betty. *The Feminine Mystique*. Dell Publishing, 1963.
- Goldston, Robert. *The Road Between the Wars*. Fawcett Publishing, 1981.
- Gillon, S. *Ten Days that Unexpectedly Changed America*. Crown, 2006.
- Halberstam, David. *Ho*. Rowman & Littlefield, 2007.
- Halberstam, David. *The Coldest Winter: America and the Korean War*. Hachette Books, 2007.
- Hilton, K. *Document-Based Assessment for U.S. History*. J. Weston Walch, 2006.
- Hymowitz, C. and M. Weissman. *A History of Women in America*, McGraw Hill, 1978.
- Irish, J. *Historical Thinking Skills: A Workbook for U.S. History*. W.W. Norton & Company, 2015.
- Kovacs, M., Miller, D., Ritter, J. *Advanced Placement American History II: Twentieth Century Challenges*. The Center for Learning, 1987.
- Kovic, Ron. *Born on the Fourth of July*. McGraw Hill, 1976.
- Larson, E. *Devil in the White City*, Vintage Books, 2004.
- Newman, J. J., & Schmalbach, J. M. *United States History Preparing for the Advanced Placement Exam*. Perfection Learning, 2022.
- O'Brien, Tim. *The Things They Carried*. Mariner, 2009.
- Sheets, Kevin B. *Sources for America's History Volume 2: Since 1865*, Eighth Edition. Bedford/St. Martins, 2014.
- Wilson, W., Herman, G. *Critical Thinking: Using Primary Sources in U.S. History*. J. Weston Walch, 2000.
- "America the Story of Us," A&E Television Networks, Houghton Mifflin Harcourt, 2010.
- "American Imperialism": Crash Course U.S. History #28." YouTube, Uploaded by Crash Course, September 5, 2013. Retrieved August 23, 2022 from <https://youtu.be/QfsfoFqsFk4>.
- *All the Way*. Directed by Jay Roach. HBO Films, Amblin Television, 2016.
- *Apollo 13*. Directed by Ron Howard. Universal Pictures, Imagine Entertainment, 1995.
- *Born on the 4th of July*. Directed by Oliver Stone. Universal Pictures, 1989.
- *Boycott*. Directed by Clark Johnson. HBO Films, Warner Brothers Television, 2001.
- *Bridge of Spies*. Directed by Steven Spielberg. DreamWorks Pictures, 2015.
- *The Butler*. Directed by Lee Daniels. Laura Ziskin Productions, Windy Hill Pictures, 2013.
- *Charlie Wilson's War*. Directed by Mike Nichols. Relativity Media, Participant Productions, Playtone, 2007.
- *Cuban Missile Crisis*. Cuban Missile Crisis | JFK Library. (n.d.). Retrieved August 29, 2022 from <https://www.jfklibrary.org/learn/about-jfk/jfk-in-history/cuban-missile-crisis>.
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UNIT OF STUDY	Time Period 9 (1980-Present) <ul style="list-style-type: none"> ● Contemporary United States: Domestic Policies ● Contemporary United States: International Policies ● Contemporary United States: Interconnected Global Society
PACING	25 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How and why have political ideas, beliefs, institutions, party systems, and alignments developed and changed over time? ● How has the United States affected the global balance of power, national security, and economic interests around the world? ● What factors might lead to American interventionism in global conflicts? ● How has technological innovation affected economic development and American society? ● How are relationships among different regional, social, ethnic, and racial groups, and their experiences related to U.S. national identity? ● How have ideas about women’s rights and gender roles affected society and politics? ● What were the modern causes of migration to the United States, and what were the effects of this immigration’s on U.S. society? ● What were the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas? ● How have interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship affected American values, politics, and society? ● How have ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● 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. ● The United States government has employed a variety of methods to influence the rest of the world including the use of force, diplomacy, and constructive engagement. ● Although opinions differ, justifications for foreign policy actions might include humanitarian and vital strategic interests, alliances, and national security. ● Moving into the 21st century, the United States has experienced significant technological, economic, and demographic changes. ● Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world. ● 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. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use primary source documents related to the role of the United States in the world after September 11, 2001 to analyze historical events and to write an introductory essay paragraph and create a thesis statement that addresses a prompt. 	

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- Use primary source documents related to the role of the United States in the world after September 11, 2001 to analyze historical context/situation, intended audience, purpose and point of view.
- Answer stimulus-based questions to evaluate the effects of the role of the United States in the world after September 11, 2001.

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● Student Questionnaire ● Entrance/Exit Ticket ● HIPPO Analysis ● Class Discussion ● Document-Based Essay
Formative	<ul style="list-style-type: none"> ● Homework Assignments ● Key Concept Graphic Organizers ● Class Discussions ● Student Presentations ● Weekly Reading Quizzes ● Primary Source HIPPO analysis ● Short Answer Quizzes ● HIPPO Analysis ● Exit Tickets ● Self and Peer Assessment
Summative	<ul style="list-style-type: none"> ● Primary Source HIPPO analysis ● Stimulus-Based Multiple Choice Questions ● Document-Based Essays ● Student Products
Benchmark	<ul style="list-style-type: none"> ● Contextualization of the Time Period ● HIPPO Analysis ● Thesis Development ● Stimulus-Based Multiple Choice Assessment

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

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- 6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- 6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
- 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.
- 6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
- 6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

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- 6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

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- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Mathematics

- None.

Science

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<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Historian/History Teacher • Archivist/Public Historian • Museum Studies • Politician • Lobbyist • Social Worker • Diplomat/International Relations • U.S. Military
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Amistad/Black History (Amistad Curriculum Mandate). • Human Rights (Indigenous) (Holocaust Curriculum Mandate). • Asian/Pacific Islander (Asian-American and Pacific Islander Curriculum Mandate).

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- As per the standards cited in this unit, instruction includes information about the contributions of diverse groups of people and the extent to which the United States ensures their human rights (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Inclusive Curriculum Mandate, Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Brokaw, Tom. *The Greatest Generation*. Random House, 1998.
- Foner, E. *Give Me Liberty!: An American History*. W.W. Norton & Company, 2016.
- Gillon, S. *Ten Days that Unexpectedly Changed America*. Crown, 2006
- Hacker, Andrew. *Two Nations: Black and White, Separate, Hostile, Unequal*. Macmillan, 1992.
- Hymowitz, C., and M. Weissman. *A History of Women in America*, McGraw Hill, 1978.
- Merrill, Colonel Will G. *9/11 Ordinary People: Extraordinary Heroes NYC The First Battle in the War Against Terrorism*. CreateSpace, 2013.

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- *About American Memory*. Mission and History (American Memory from the Library of Congress). (n.d.). Retrieved August 8, 2022 from <https://memory.loc.gov/ammem/about/index.html>.
- *Educator Resources*. The Library of Congress. (n.d.). Retrieved August 8, 2022 from <https://www.loc.gov/programs/teachers/about-this-program/?loclr=blogtea>.
- *American Identity*. National Museum of American History. (2013, September 26). Retrieved August 9, 2022 from <https://americanhistory.si.edu/treasures/american-identity>.
- *"America the Story of Us,"* A&E Television Networks, Houghton Mifflin Harcourt, 2010.
- *Education and Resources*. ADL. (n.d.). Retrieved August 8, 2022 from <https://www.adl.org/education-and-resources>.
- "History Lessons." *Stanford History Education Group*, <https://sheg.stanford.edu/history-lessons>.
- Miller Center. (n.d.). Retrieved August 10, 2022 from <https://millercenter.org/>.
- Mintz, S., & McNeil, S. (2018). *Digital History*. Retrieved August 9, 2022 from <http://www.digitalhistory.uh.edu>.
- *"The Reagan Revolution: Crash Course U.S. History #43."* YouTube. Uploaded by Crash Course, January 11, 2014. Retrieved August 29, 2022 from https://youtu.be/2h4DkpFP_aw.
- *"George HW Bush and the End of the Cold War: Crash Course U.S. History #44."* YouTube. Uploaded by Crash Course, January 16, 2014. Retrieved August 29, 2022 from <https://youtu.be/L-K19rVDxoM>.
- *Green Zone*. Directed by Paul Greengrass. Universal Pictures, 2010.
- *"The Clinton Years or the 1990s": Crash Course U.S. History #45."* YouTube, Uploaded by Crash Course, January 23, 2014. Retrieved August 29, 2022 from <https://youtu.be/-rboN6F2g-k>.
- *"Terrorism, War and Bush 43": Crash Course U.S. History #46."* YouTube. Uploaded by Crash Course, January 30, 2014. Retrieved August 29, 2022 from <https://youtu.be/nlsnnhn3VWE>.
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