

PORTER AP US HISTORY OVERVIEW

In this course the students will gain an understanding of the key concepts of United States history and a wide range of key terms, events and people.

In each time period, the student's resources will be posted in their Google Classroom as well as on my Guthrie Public Schools staff web page.

I have chosen the instructional resources for my course to diversify the manner in which the content is delivered so as to allow each student to learn at his or her own pace, and through the method that is most effective for them.

As we cover the 9 time periods, I hope that the students will gain an understanding of how America has been developed which will give them a deeper appreciation for the society they live in and how it functions.

To truly appreciate how United States History has created the society in which they live, the students will need to develop the skill of contextualization.

The students will be asked to relate events in U.S. History to other contemporary events and to understand ways they connect to their society.

AP US HISTORY CURRICULUM MAP

| Period | Dates Covered | Instructional Hrs. | Areas of Particular Focus / Proof of Mastery | Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts |
|--------|---------------|--------------------|--|---|
| 1 | 1491–1607 | 5 | <p>Content: Native Americans precontact and cultural collision</p> <p>Main Theme: Geography and the Environment</p> <p>Period Tests taken of Google Classroom</p> <p>Group Presentations by Chapter</p> | <p>American Pageant 14th Edition Text Book</p> <p>Digital PDF's of the text by Chapter</p> <p>Heimler's History Video's</p> <p>Chapter Overview Videos</p> <p>Audiobooks by Chapter</p> <p>Power Points by Chapter</p> <p>Charts and Graphs Images</p> <p>Charts and Graphs Images</p> |
| 2 | 1607–1754 | 9 | <p>Content: Colonial comparisons</p> <p>Main Theme: Migration and Settlement</p> <p>Main Practice/Skill: Comparison</p> <p>Period Tests taken of Google Classroom</p> <p>Group Presentations by Chapter</p> | <p>American Pageant 14th Edition Text Book</p> <p>Digital PDF's of the text by Chapter</p> <p>Heimler's History Video's</p> <p>Chapter Overview Videos</p> <p>Audiobooks by Chapter</p> <p>Power Points by Chapter</p> <p>Charts and Graphs Images</p> <p>Charts and Graphs Images</p> |
| 3 | 1754–1800 | 14 | <p>Content: The American Revolution</p> <p>Main Theme: American and National Identity</p> <p>Main Practice/Skills: Argument Development; Causation</p> <p>Period Tests taken of Google Classroom</p> <p>Group Presentations by Chapter</p> | <p>American Pageant 14th Edition Text Book</p> <p>Digital PDF's of the text by Chapter</p> <p>Heimler's History Video's</p> <p>Chapter Overview Videos</p> <p>Audiobooks by Chapter</p> <p>Power Points by Chapter</p> <p>Charts and Graphs Images</p> <p>Charts and Graphs Images</p> |
| 4 | 1800–1848 | 11 | <p>Content: Growth and spread of democracy and capitalism</p> <p>Main Theme: Work, Exchange, and Technology</p> <p>Main Practice/Skills: Argument Development; Continuity and Change over Time</p> <p>Period Tests taken of Google Classroom</p> <p>Group Presentations by Chapter</p> | <p>American Pageant 14th Edition Text Book</p> <p>Digital PDF's of the text by Chapter</p> <p>Heimler's History Video's</p> <p>Chapter Overview Videos</p> <p>Audiobooks by Chapter</p> <p>Power Points by Chapter</p> <p>Charts and Graphs Images</p> <p>Charts and Graphs Images</p> |

| Period | Dates Covered | Instructional Hrs. | Areas of Particular Focus / Proof of Mastery | Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts |
|---------------|----------------------|---------------------------|---|--|
| 5 | 1844–1877 | 13 | Content: Division, war, and reunion Main Theme: Politics and Power Main Practice/Skills: Argument Development; Contextualization Period Tests taken of Google Classroom Group Presentations by Chapter | American Pageant 14th Edition Text Book Digital PDF's of the text by Chapter Heimler's History Video's Chapter Overview Videos Audiobooks by Chapter Power Points by Chapter Period Key concepts and Terms PDF Charts and Graphs Images |
| 6 | 1865–1898 | 14 | Content: The Gilded Age Main Theme: Culture and Society Main Practice/Skills: Argument Development; Causation; Continuity and Change over Time Period Tests taken of Google Classroom Group Presentations by Chapter | American Pageant 14th Edition Text Book Digital PDF's of the text by Chapter Heimler's History Video's Chapter Overview Videos Audiobooks by Chapter Period Key concepts and Terms PDF Charts and Graphs Images |
| 7 | 1890–1945 | 18 | Content: Reforming the system — and the world Main Theme: America in the World Main Practice/Skills: Argument Development; Comparison Period Tests taken of Google Classroom Group Presentations by Chapter | American Pageant 14th Edition Text Book Digital PDF's of the text by Chapter Heimler's History Video's Chapter Overview Videos Audiobooks by Chapter Power Points by Chapter Period Key concepts and Terms PDF Charts and Graphs Images |
| 8 | 1945–1980 | 16 | Content: The Cold War and liberalism Main Theme: American and National Identity Main Practice/Skills: Argument Development; Continuity and Change over Time Period Tests taken of Google Classroom Group Presentations by Chapter | American Pageant 14th Edition Text Book Digital PDF's of the text by Chapter Heimler's History Video's Chapter Overview Videos Audiobooks by Chapter Power Points by Chapter Period Key concepts PDF Period Key Terms PDF Charts and Graphs Images |
| 9 | 1980–Present | 5 | Content: Globalization and conservatism Main Theme: America in the World Period Tests taken of Google Classroom Group Presentations by Chapter | American Pageant 14th Edition Text Book Digital PDF's of the text by Chapter Heimler's History Video's Chapter Overview Videos Audiobooks by Chapter Power Points by Chapter Period Key concepts and Terms PDF Charts and Graphs Images |

Resources.....

Textbook

American Pageant 14th Edition

Secondary Sources

Google Classroom Resources

Period based Key Concepts

Period based Key Terms and Themes.

Period based Power Points

Period based Document Based Question

Period based Long Essay Question

Chapter based Power Points

Chapter based Guided Reading

Chapter based Audiobook

Chapter based text PDF

Chapter based Images, Charts and Graphs

Heimler's History (Content Specific)

Joc'z Production Chapter Overview Videos

Themes of AP U.S. History

1. American and National Identity (NAT)

2. Politics and Power (POL)

3. Work, Exchange, and Technology (WXT)

4. Culture and Society (CUL)

5. Migration and Settlement (MIG)

6. Geography and the Environment (GEO)

7. America in the World (WOR)

Porter AP US History Syllabus

| | |
|-------------------------------------|----|
| Period 1: 1491–1607 (2 weeks) | 6 |
| Period 2: 1607–1754 (3 weeks) | 7 |
| Period 3: 1754–1800 | 8 |
| Period 4: 1800–1848 | 9 |
| Period 5: 1844–1877 | 10 |
| Period 6: 1865–1914 | 11 |
| Period 7: 1890–1945 | 12 |
| Period 8: 1945–1980 (4 weeks) | 13 |
| Period 9: 1980–Present (2 weeks)... | |

CR1a The course includes a college-level U.S. history textbook.

CR1b The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.

CR2 Each of the course historical periods receives explicit attention. ,

CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

CR5 Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

CR6 Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

CR8 Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

CR9 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

Period 1: 1491–1607 (2 weeks)

The Americas and the Encounter: On the North American continent controlled by American Indians, contact between American Indians, Europeans, and Africans created a new world. The unit will examine Meso-American cultures and societies as well as Native American population demographics and cultures before the arrival of Columbus.

Readings

American Pageant Chapters 1-3

Google Classroom Resources:

Period 1

Google Classroom Resources

Period 1 Key Concepts

Period 1 Key Terms and Themes.

Period 1 Power Points

Period 1 Document Based Question

Period 1 Long Essay Question

Chapters 1-3 Power Points

Chapter 1-3 Guided Reading

Chapter 1-3 Audiobook

Chapter 1-3 text PDF

Chapter 1-3 Images, Charts and Graphs

Heimler's History (The Chesapeake Colonies)

Joc'z Production Chapters 1-3 Overview Videos

Activities

HIPP FACTOR-Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author's Point of View (HIPP).

Long Essay Question-

Students will complete a Long Essay Question in which they evaluate the impact of the Columbian Exchange on Native Americans in North America during the sixteenth century.

DOCUMENT BASED QUESTION Students will use their DBQ Rubric using a Thesis and the HIPP factor to complete a Period 1 DBQ over the **Six Degrees of Separation: From 1491 to Jamestown**

ASSESSMENT

Multiple-Choice Exam

Group Presentations

Group 1: Students will develop a presentation that analyzes the contact between American Indians, Europeans, and Africans and how they created a new world.

Group 2: Students will develop a presentation that analyzes the Spanish New World Empire

Group 3: Students will develop a presentation that analyzes Jamestown

Group 4: Students will develop a presentation that analyzes the settling of the Carolina's and Georgia

Group 5: Students will develop a presentation that analyzes the growth of Virginia and Maryland

Period 2: 1607-1754 (3 weeks)

The New England Colonies-Shay's Rebellion-The Great Awakening:

The students will analyze the basic principles on which the New England Colonies were founded and develop an understanding of the Great Awakening.

Readings

American Pageant Chapters 4-5

Google Classroom Resources:

Period 2

Google Classroom Resources

Period 2 Key Concepts

Period 2 Key Terms and Themes

Period 2 Power Points

Period 2 Document Based Question

Period 2 Long Essay Question

Chapters 4-5 Power Points

Chapter 4-5 Guided Reading

Chapter 4-5 Audiobook

Chapter 4-5 text PDF

Chapter 4-5 Images, Charts and Graphs

Heimler's History (The New England Colonies-Shay's Rebellion-The Great Awakening)

Joc'z Production Chapters 4-5 Overview Videos

Activities

HIPP FACTOR-Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author's Point of View (HIPP).

Long Essay Question-

Students will complete a Long Essay Question in which they evaluate the impact of the Columbian Exchange on Native Americans in North America during the sixteenth century.

DOCUMENT BASED QUESTION Students will use their DBQ Rubric using a Thesis and the HIPP factor to complete a Period 2 DBQ over the New England colonies and the differences between them and the Chesapeake colonies.

ASSESSMENT

Multiple-Choice Exam

Group Presentations

Group 1: Develop a group presentations that analyze reasons for the development of different labor systems in New England, the Chesapeake, the southernmost Atlantic coast, and/or the British West Indies.

Group 2: Develop a group presentations that analyze reasons for the development of different labor systems in the Chesapeake

Group 3: Develop a group presentations that analyze reasons for the development of different labor systems in the southernmost Atlantic coast

Group 4: Develop a group presentations that analyze reasons for the development of different labor systems in the British West Indies Group

Group 5: Develop a group presentations that analyze reasons for the development of different labor systems in the Jamestown

Period 3: 1754-1800 (4 weeks)

Imperial competition produced a political revolution, a republic, and a continued struggle over the new nation's social, political, and economic identity.

Readings

American Pageant Chapters 6-10

Google Classroom Resources:

Period 3

Google Classroom Resources

Period 3 Key Concepts

Period 3 Key Terms and Themes

Period 3 Power Points

Period 3 Document Based Question

Period 3 Long Essay Question

Chapters 6-10 Power Points

Chapter 6-10 Guided Reading

Chapter 6-10 Audiobook

Chapter 6-10 text PDF

Chapter 6-10 Images, Charts and Graphs

Heimler's History (The French and Indian War-The American Revolution-The Articles of Confederation-The Constitution)

Joc'z Production Chapters 6-10 Overview Videos

Activities

HIPP FACTOR-Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author's Point of View (HIPP).

Long Essay Question-

Students will construct a historical argument by analyzing and evaluating the effect of the French and Indian War and its aftermath on the relationship between Great Britain and the British colonies. Responses will be confined to the period from 1754 to 1776.

DOCUMENT BASED QUESTION Students will use their DBQ Rubric using a Thesis and the HIPP factor to complete a Period 3 DBQ. The DBQ will establish a historically defensible and evaluative claim supported by historical evidence focusing on the economic, political, and social effects of the American Revolution: "To what extent did the American Revolution fundamentally change American society from 1775 to 1800?"

ASSESSMENT

Multiple-Choice Exam

Group Presentations

Group 1: Develop group presentations that analyze the extent to which views of basic civil rights changed from the drafting of the Declaration of Independence in 1776 to the Voting Rights Act of 1965.

Group 2: Develop three main arguments with supporting evidence for a pro or con classroom discussion on the American Revolution:

Group 3: Create a presidential style debate on the topic of "Was the American Revolution a conservative movement? "The debate will include the degree to which the Constitution and ratification debates reflected an emerging sense of American national identity.

Group 4: Create a town hall style debate between a group of Patriots and a group of Loyalists.

Group 5: Create a town hall style debate about why the Constitution was needed

Period 4:1800-1848 (5 weeks)

The new republic struggled to define and extend democratic ideas in the face of rapid economic, territorial, and demographic change.

Readings

American Pageant Chapters 11-16

Google Classroom Resources:

Period 4

Google Classroom Resources

Period 4 Key Concepts

Period 4 Key Terms and Themes

Period 4 Power Points

Period 4 Document Based Question

Period 4 Long Essay Question

Chapters 11-16 Power Points

Chapter 11-16 Guided Reading

Chapter 11-16 Audiobook

Chapter 11-16 text PDF

Chapter 11-16 Images, Charts and Graphs

Heimler's History (Marbury vs. Madison-Revolution of 1800-The Era of Good Feeling-The War of 1812-Hudson River School-The Era of Jackson-Immigrants-Industrial & Market Revolution-2nd Great Awakening-Abolitionist Movement-Slavery)

Joc'z Production Chapters 11-16 Overview Videos

Activities

HIPP FACTOR-Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author's Point of View (HIPP).

Long Essay Question-

Students will construct a historical argument by analyzing and evaluating the relative impact of the market revolution on the three major regions (north, south, and west) of the United States.

DOCUMENT BASED QUESTION Students will use their DBQ Rubric using a Thesis and the HIPP factor to complete a Period 4 DBQ. The students will use their knowledge of the years from 1800 to 1855 to establish a historically defensible and evaluative claim supported by evidence: "The issue of territorial expansion sparked considerable debate in the period 1800 – 1855. Analyze this debate and evaluate the influence of both supporters and opponents of territorial expansion in shaping federal government policy."

ASSESSMENT

Multiple-Choice Exam

Group Presentations

Group 1: In what ways was the Seneca Falls Convention a consequence of pre-1848 reform activities and what did it contribute to the movement for women's rights afterwards? Each student must present at least 1 minute

Group 2: Each students in the group will research one antebellum reform movement and explain how it fit into broader patterns of antebellum reform.

Group 3: Students will develop three main arguments with supporting evidence for a pro or con classroom discussion of the topic: "Did the Bank War Cause the Panic of 1837?"

Group 4: Find an illustration of King Andrew the First then use detailed knowledge such as names, chronology, facts, and events to describe his idea of how representative government should work?

Group 5: Students will complete a concept map on the following four Marshall Court Decisions:

1. Marbury v. Madison (1803)
2. McCulloch v. Maryland (1819)
3. Dartmouth College v. Woodward (1819)
4. Gibbons v. Ogden (1824)

Period 5:1844-1877 (4 weeks)

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

Readings

American Pageant Chapters 17-22

Google Classroom Resources:

Period 5

Google Classroom Resources

Period 5 Key Concepts

Period 5 Key Terms and Themes

Period 5 Power Points

Period 5 Document Based Question

Period 5 Long Essay Question

Chapters 17-22 Power Points

Chapter 17-22 Guided Reading

Chapter 17-22 Audiobook

Chapter 17-22 text PDF

Chapter 17-22 Images, Charts and Graphs

Heimler's History (Manifest Destiny-The Sectional Crisis and Compromise of 1850-The Road to Dissunion-Civil War Parts I and 2-Reconstruction)

Joc'z Production Chapters 17-22 Overview Videos

Activities

HIPP FACTOR-Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author's Point of View (HIPP).

Long Essay Question-

The students will assess the moral arguments and political actions of those opposed to the expansion of slavery in the context of two of the following: the Missouri Compromise, the Mexican War, the Compromise of 1850, and/or the Kansas-Nebraska Act.

DOCUMENT BASED QUESTION Students will use their DBQ Rubric using a Thesis and the HIPP factor to complete a Period 5 DBQ. The students will use their knowledge of the period from 1860 to 1877 to make a defensible and evaluative claim supported by historical evidence: "In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?"

ASSESSMENT

Multiple-Choice Exam

Group Presentations

Group 1: Students will develop 3 main arguments with supporting evidence for a pro or con classroom discussion on whether Reconstruction was a Success or not?

Group 2: Students will present their viewpoint on who freed the slaves, choosing from one of the following options: Congress, President Lincoln, the military, or African Americans. In addition, students will explain why the other three options were not as effective as their option.

Group 3: This group will replicate the Emancipation Proclamation. In this replication there must be a description of the background that led up to the Emancipation Proclamation, the delivery of it, and a town hall type discussion as to how it was received by the citizens.

Group 4: This group will replicate the Gettysburg Address. In this replication there must be a description of the background that led up to the Gettysburg Address, the delivery of it, and a town hall type discussion as to how it was received by the citizens.

Group 5: This group will replicate the 13th Amendment. In this replication there must be a description of the background that led up to the 13th Amendment, the delivery of it, and a town hall type discussion as to how it was received by the citizens.

Period 6:1865-1914 (4 weeks)

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural change.

Readings

American Pageant Chapters 23-26

Google Classroom Resources:

Period 6

Google Classroom Resources

Period 6 Key Concepts

Period 6 Key Terms and Themes

Period 6 Power Points

Period 6 Document Based Question

Period 6 Long Essay Question

Chapters 23-26 Power Points

Chapter 23-26 Guided Reading

Chapter 23-26 Audiobook

Chapter 23-26 text PDF

Chapter 23-26 Images, Charts and Graphs

Heimler's History (The Gilded Age-The Titans of Industry-America Moves to the City-The Transcontinental Railroad)

Joc'z Production Chapters 23-26 Overview Videos

Activities

HIPP FACTOR-Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author's Point of View (HIPP).

Long Essay Question-

The students will assess the moral arguments and political actions of those opposed to the expansion of slavery in the context of two of the following: the Missouri Compromise, the Mexican War, the Compromise of 1850, and/or the Kansas-Nebraska Act.

DOCUMENT BASED QUESTION Students will use their DBQ Rubric using a Thesis and the HIPP factor to complete a Period 6 DBQ. The students will use their knowledge of the period from 1860 to 1877 to make a defensible and evaluative claim supported by historical evidence: "In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?"

ASSESSMENT

Multiple-Choice Exam

Group Presentations

Group 1: Students will develop three main arguments with supporting evidence for a pro or con classroom discussion on the following topic: Was Reconstruction a Success? In their considerations of Reconstruction's success for their discussion, students will examine its political and economic effects and the extent to which African Americans in the South thought themselves integrated into the prevailing sense of American identity.

Group 2: Students will present their viewpoint on who freed the slaves, choosing from one of the following options: Congress, President Lincoln, the military or African Americans. In addition, students will explain why the other three options were not as effective as their option.

Group 3: Students will create a presentation of the Dawe's Act. The presentation must include a description of what it is and its impact on America. 5 Pieces of media per student.

Group 4: The students will create a map of the major battles, reservations, and removal of the Plains Indians. The students will be able to explain the content and results of their map.

Group 5: The students will create a table of immigration to U.S. by nation of origin, 1880-1920. The students will be able to explain the content and results of their map.

Period 7:1890-1945 (6 weeks)

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Readings

American Pageant Chapters 27-35

Google Classroom Resources:

Period 7

Google Classroom Resources

Period 7 Key Concepts

Period 7 Key Terms and Themes

Period 7 Power Points

Period 7 Document Based Question

Period 7 Long Essay Question

Chapters 27-35 Power Points

Chapter 27-35 Guided Reading

Chapter 27-35 Audiobook

Chapter 27-35 text PDF

Chapter 27-35 Images, Charts and Graphs

Heimler's History (The Spanish American War-The Progressive Era-Wilson Progressivism-WWI-The Roaring 20's-The Great Depression and the New Deal-WWII)

Joc'z Production Chapters 27-35 Overview Videos

Activities

HIPP FACTOR-Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author's Point of View (HIPP).

Long Essay Question-

The students will assess the extent that the policies of the New Deal were a distinct turning point in U.S. history, and to what extent they were merely an extension of Progressive Era policy goals?

DOCUMENT BASED QUESTION Students will use their DBQ Rubric using a Thesis and the HIPP factor to complete a Period 7 DBQ. In response to the following prompt, students will use the documents and their knowledge of the period from 1939 to 1947 to write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: "The United States decision to drop an atomic bomb on Hiroshima was a diplomatic measure calculated to intimidate the Soviet Union in the post-Second World War era rather than a strictly military measure designed to force Japan's unconditional surrender. Evaluate this statement

ASSESSMENT

Multiple-Choice Exam

Group Presentations

Group 1: Students will construct a classroom presentation that argues the Scopes trial

Group 2: Students will construct a classroom presentation that argues the Leopold and Loeb trial

Group 3: Students will construct a classroom presentation that argues the Sacco and Vanzetti trial

Group 4: Students will be involved in an research a 1 month period of a 5 different stocks in the stock market and report the results of the data. The students must give plausible reasons as to why the stocks performed the way in which they did.

Group 5: Students will use five sources of documentation to develop arguments on the topic: Why were Japanese Americans interned during World War I

Period 8:1945-1980 (4 weeks)

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

Readings

American Pageant Chapters 36-39

Google Classroom Resources:

Period 8

Google Classroom Resources

Period 8 Key Concepts

Period 8 Key Terms and Themes

Period 8 Power Points

Period 8 Document Based Question

Period 8 Long Essay Question

Chapters 36-39 Power Points

Chapter 36-39 Guided Reading

Chapter 36-39 Audiobook

Chapter 36-39 text PDF

Chapter 36-39 Images, Charts and Graphs

Heimler's History (The Cold War-The Korean War-America in the '50's-The Great Society-The Vietnam War-Civil Rights-The 1970's)

Joc'z Production Chapters 36-39 Overview Videos

Activities

HIPP FACTOR-Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author's Point of View (HIPP).

Long Essay Question-

The students will debate the role of popular music in affecting public attitudes toward the Vietnam War.

DOCUMENT BASED QUESTION Students will use their DBQ Rubric using a Thesis and the HIPP factor to complete a Period 8 DBQ. In response to the following prompt, students will use the documents and their knowledge of the period from 1945-1980 to write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: "The United States decision to enter the Vietnam War, the public sentiment on it and how it divided the Nation."

ASSESSMENT

Multiple-Choice Exam

Group Presentations

Group 1: Students will develop three main arguments with supporting evidence for a pro or con discussion on the following topic: Were the 1950s America's "happy days"?

Group 2: Coffee House Lesson: After reading and discussing beatnik poetry the students will write their own beatnik poems on an issue of the 1950s.

Group 3: Origins of the Cold War Class Debate Topic: Some scholars argue that the Cold War started with the Russian Revolution. Examine primary and secondary sources and make a case for the Cold War starting in 1945 or 1917.

Group 4: Shootings at Kent State Lesson: Students will study "What Really Happened at Kent State" They will write two editorials. The first editorial will address why the government had the right to allow the National Guard to fire on the students and the second will address why the firing was wrong.

Group 5: Create a demonstration or protest over the Vietnam War. Include both Doves and Hawks in the demonstration or protest. The goal as a dove is to convince the class that we should not be fighting in the Vietnam War should and the goal of a Hawk is to convince the class that we should continue to fight.

Period 9:1980-Present (2 weeks)

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Readings

American Pageant Chapters 40-42

Google Classroom Resources:

Period 9

Google Classroom Resources

Period 9 Key Concepts

Period 9 Key Terms and Themes

Period 9 Power Points

Period 9 Document Based Question

Period 9 Long Essay Question

Chapters 40-42Power Points

Chapter 40-42 Guided Reading

Chapter 40-42 Audiobook

Chapter 40-42 text PDF

Chapter 40-42 Images, Charts and Graphs

Heimler's History (Conservatism)

Activities

HIPP FACTOR-Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author's Point of View (HIPP).

Long Essay Question-

Compare the successes and failures of President Nixon's, Reagan's, and Carter's domestic and foreign policies.

DOCUMENT BASED QUESTION In response to the following prompt, students will use the documents and their knowledge of the period from 1948 to 1961 to write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: "What were the Cold War fears of the American people in the aftermath of the Second World War? How successfully did the administration of President Dwight D. Eisenhower address these fears?"

ASSESSMENT

Multiple-Choice Exam

Group Presentations

Group 1: Create charts, graphs, and tables summarizing economic data about employment, compensation, and household data broken down by race, gender, and education from the 1970s to 2010. The presentation should make an argument about whether or not the American Dream existed.

Group 2: Students use a graphic organizer to compare and contrast the causes and goals of each act as described in excerpts from the 1924, 1965, and 1990 Immigration Acts. They ask what was the same and what was different in each historical period about the debate over immigration..

Group 3: Compose a list of at least 3 iconic moments or events associated with U.S. history in the period 1980 to the present.

Display a deep understanding of the content of the moment or event and be able to describe the impact it had on the American Society both then and now

Group 4: evaluate Presidents Clinton, Bush, and Obama with a T-Chart citing positive and negative aspects of their presidencies and assign each president a grade with a brief explanation of their criteria. They will chart how the three presidents view the following topics: civil rights, immigration, technology, the economy, and the environment.

Group 5: For presidents Clinton, Bush and Obama, the students will pick one event and compare it to an event from the twentieth century. Then they will compare each president with another president prior to 1992.