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History 1700

American Civilization

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**Diana LeBaron Bass**

**NUAMES Early college High School**

# Course Description

The course concentrates on major themes as they unfold throughout the nation's history. Students enrolled in the course will cultivate higher-order thinking and writing skills as they write essays, engage in various activities, and demonstrate what they have learned through projects. Furthermore, students will apply their historical analysis during class discussions, mock trials, debates, team presentations, and more.

The course focuses on critical thinking. To develop critical thinking skills students will assess historical materials, weigh scholarly arguments, and place historical evidence in a relevant context. Ms. Bass emphasizes persuasive writing and speaking skills throughout the course. We concentrate on historical material and current day issues to provide a sense of relevance and perspective. The course scope and rigor will help prepare students for future academic pursuits.

**“The eyes of the future are looking back at us and they are praying for us to see beyond our own time.”**

--Terry Tempest Williams

# Course Objectives:

* **History:** Students will gain and historical perspective of American Civilization, to include a basic knowledge of the historical method with its reliance on evidence, skepticism, criticism, and the recognition of bias
* **Principles:** Students will come to understand the concepts of republicanism, democracy, due process of law, equal protection, inalienable rights, and civil rights
* **Form of Government:** Students will come to understand the workings of government at the national, state, and local levels
* **Economic:** Students will come to understand the transformation of the US from an agrarian-based to an industrial-based to an information-based economy. Students will come to understand to consequences of those transformations on various groups of people in the US
* **Diversity:** Students will gain appreciation for the rich cultural heritage of the American people and the ways in which race, class, gender, sexual orientation, creed, and national origin intersect to define us as individuals and as members of groups

# Course Scope and Outline:

The course offers a wide variety of instructional activities, including writing assignments, document-based questions, threaded discussions, and primary source reading material

Important Dates:

The 2017-2018 school year begins August 23 and ends June 1.

1st semester ends Jan 12 and 2nd semester starts Jan 17, 2018.

# Course Format:

Units provide students with a variety of learning activities, including the following:

* Interpret timelines
* Demonstrate insight, prior knowledge and analysis in journal entries
* Identity the significance of historical figures, events, literary works, and treaties
* Respond to questions that require comprehension and application of ideas
* Read and respond to ideas in primary and secondary source material
* Go beyond text reading to access authentic manuscripts, participate in virtual museum tours, and watch appropriate films
* Organize and defend ideas with visual representations, such as graphic organizers
* Write thematic and document-based essays
* Participating in discussions about course content
* Engage in historical simulations such as the trials, debates, guest speaker demonstrations, round tables, and more.
* **"Diligence is the mother of good luck."**
* *Benjamin Franklin*

# Course Goals:

**Students will**

* Perform well in the course, with a final grade of C or higher (A "C" or higher must be earned to receive University credit for the course)
* Improved writing skills
* Build understanding of principle themes, events, and figures in US history
* Analyze and organize data and historical evidence
* Analyze information in historical sources
* Demonstrate higher-order thinking skills within a rigorous format
* Cultivate skills that will help them in other educational pursuits

# Course Themes:

Each theme can be traced throughout the course to varying degree:

* American Diversity (race, class, ethnicity, and gender)
* American Identity/American Exceptionalism
* Reform/Social Change
* Culture (literature, art, music, philosophy, theatre, and film)
* Demographic Changes within the American Population
* Changes within the American Economy/Legacy of Capitalism
* Environmental Attitudes and Policies
* Increasing/Decreasing Trends of Globalization
* Role of Religion in America
* Conflict and Diplomacy

# Required Materials:

* A biography an African American in US History (first term)
* *The Things They Carried,* by Tim O'Brien (second term)
* Course textbook: *American History, Connecting with the Past*, by Alan Brinkley
* Paper and writing utensils
* Folder for term portfolios

# Course Policies/Procedures:

In order to maintain an effective learning atmosphere, the following procedures are implemented in the classroom:

1. Be CONSIDERATE to and REPECTFUL of the teacher and classmates
2. Be AWAKE, ALERT, ON TIME, and POSITIVE
3. Take care of classroom property
4. FOCUS on history, not from other classes
5. Electronic devices should be turned off and out of sight (unless used for class-related work)

# Citizenship:

* Students begin each quarter with 25/25 citizenship points
* Students gain citizenship points for exceptionally good behavior, following course policies, and contributing to a positive classroom climate
* Students lose citizenship points for violating course policies/procedures, being tardy to class points/tardy) or having unexcused absences
* Points can also be deducted for excessive excused tardies and absences
* Final citizenship grades will be assigned accordingly
* 25-16 points = Honors (H) or Satisfactory (S)
* 11-15 points = Need Improvement (N)
* 0-10 points = Unsatisfactory (U)

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

Martin Luther King Jr.

# Additional Course Expectations:

* I expect students to dress appropriately and modestly for class. Ms. Bass as "lovely ensembles" that students may be asked to sport if distracting and revealing clothing is worn.
* Students are expected to work cooperatively with groups. If a student's wishes to work independently, he/she should notify Ms. Bass.

# Grading Policies:

* All assignments based on a 100% mastery scale
* Assignments including but are not limited to:
* Log entries
* Portfolios
* Essays
* Video Essays
* Presentations
* Simulations
* Debates
* Discussions
* Reader Response Assignments
* Everything created in class or for homework should be saved as it may appear in the term portfolio.
* **ONE LATE ASSIGNMENT IS ACCEPTED PER TERM**. Assignments will be accepted on the due date and in the class in which a student is enrolled. Homework is due at the beginning of class (thus, e-mailing an assignment after class has started would be considered late). Students can submit one late assignment per term.
* Exams and quizzes need to be made up by the Friday after the student's absence.
* All questions about grades must be cleared up by the Friday after they are posted.
* Students are welcome to discuss their grades before or after school.
* If a student has an excused absence, he/she has as many days as she was absent to makeup all missed work. Thus, if Becca was absent four days, she has four days to make up work
* Consult the class website for daily activities and handouts (there is a document entitled “Absent Log”) <http://dianabass.yolasite.com/>
* There will be a participation score added to the assignment list each term. A student’s participation score will reflect his or her attendance, and level of participation in class discussions, debates, etc.

**Grading Scale**

* Grades are not rounded up in this class.
* The final grade for the course will be an average between first and second term grades.
* To earn Weber State University credit, students must earn a “C” or higher in the class.
* Grades are only changed when the teacher has made an error. Ms. Bass needs to be notified by mid-term after the term in question or by the end of June for fourth term.

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| --- | --- | --- | --- |
| 93-100% | A | 73-76% | C |
| 90-92% | A- | 70-72% | C- |
| 87-89% | B+ | 67-69% | D+ |
| 83-86% | B | 63-66% | D |
| 80-82% | B- | 60-62% | D- |
| 77-79% | C+ |  |  |

"Do what you can, with what you have, where you are."

**Theodore Roosevelt**

**Cheating/Plagiarism**

* In brief, do NOT do this. Cheating is any act that "defrauds, deceives or employs trickery" in order to obtain credit for work which has not been completed. Plagiarism is the "act of passing off the ideas of another as one's own work." Anyone who cheats will receive a failing grade on the said assignment, a call or letter home, and points deducted from citizenship.

**Moo-Lah**

* Moo-lah can be earned through incredible participation, leadership in group activities, going the extra mile, or through vario8us classroom activities. Each moo-lah counts for two points extra credit.

Extra Credit

* Extra credit is extended to all students who have a Citizenship H or S.
* Extra Credit can improve a student's grade by a maximum of one-half grade.
* Extra credit options will be provided throughout each term.
* Extra credit is extended to all students who have a C or higher in the class. Class logs
* Logs or journal entries will be kept and submitted at the end of a term. Log and Reflection journals will be used throughout a given class period.

"Americans are like a rich father who wishes he knew how to give his son the hardships that made him rich."

**- Robert Frost**

**This is going to be a great semester!**

**Course Readings and Materials:**

* John Mack Faragher, Mari Jo Buhle, Daniel Czitrom, and Susan H. Armitage. Out Of Many: A History of the American People (Upper Saddle River, New Jersey: Prentice Hall, 2011).
* John Mack Faragher, Mari Jo Buhle, Daniel Czitrom, and Susan H. Armitage. Out of Many: A History of the American People. Instructor’s Resource DVD ROM (Upper Saddle River, New Jersey: Prentice Hall, 2011).
* John Mack Faragher, Mari Jo Buhle, Daniel Czitrom, and Susan H. Armitage. Out of Many: A History of the American People. Primary Source Documents in US History (Upper Saddle River, New Jersey: Prentice Hall, 2011).
* David M. Kennedy, Thomas A. Bailey. The American Spirit: Volume I and II (Boston: Houghton Mifflin Company, 2002).
* James Loewen, Lies My Teacher Told Me (New York: Touchstone, 1999).
* Elizabeth Cobbs Hoffman, John Gjerde. Major Problems in American History: Volume I and II (Boston: Houghton Mifflin Company, 2002).
* Harold Evans. The American Century (New York: Alfred A, Knopf, Inc., 1998).

# **Additional Readings**:

# Zinn, Howard. “A Peoples History of the United States.” (online) <http://www.historyisaweapon.com/zinnapeopleshistory.html>,

# <http://www.fordham.edu/halsall/mod/modsbook.html> (primary sources)

* James Loewen, Lies My Teacher Told Me (New York: Touchstone, 1999).

A variety of additional publications are also used throughout the course. These include articles from American Heritage magazine, Smithsonian Magazine, American History Magazine, National Geographic Magazine, and History Channel Magazine. Audio-visual materials are also used including the History Channel Presents: The Presidents DVD, Songs from the various time periods, and Learner.

**Scope and Sequence**

**Unit 1: Introductions and the Historian’s Craft**

**Required Reading:**

*Columbus, the Natives, and Human Progress* by Howard Zinn

Key discussion topics:

* Merits and limitations of primary, secondary and tertiary sources
* Conducting an Oral History, Lesson from an Oral Historian (Weber State University)
* Point of View in History

Assessments:

* Roundtable and Blame Game on Columbus
* Oral History Project

**Unit 2:** **United States Constitution**

**Required Reading:**

*Brinkley* *Ch.6*

*The American Spirit Ch. 9* – Primary readings and discussion questions

“Shays’ Rebellion” by Alden T. Vaughn in *Historical Viewpoints*

“An Economic Interpretation of the Constitution” by Charles Beard

Key discussion topics:

* Structure of govt. under Articles of Confederation
* Weaknesses and accomplishments of Articles
* Foreign affairs during critical years
* Constitutional convention (key compromises, ratification process, anti-Federalist/Federalists debate)

Assessments:

* Class debate between Federalist/anti-Federalists
* Unit 2 Exam: multiple choice + free-response question

**Outcome #1**

Student will demonstrate the ability to analyze the “Critical Period” in the United States between 1781-1787 under the government of the Articles of Confederation by …

* Summarizing and explaining the emerging “Americanism” which had evolved in the newly developed United States by the 1780s (equality, slavery, education, religion, property, republicanism, aristocracy …)
* Identifying and explaining the major strengths and weaknesses of the Articles of Confederation
* Formulating a conclusion on how “critical” this period was under the Articles of Confederation especially with reference to foreign and domestic issues.

Students will demonstrate the ability to evaluate the major forces and issues which resulted in the development of the United States Constitution as well as analyze the major components of the Constitution including federalism, separation of powers, constitutional flexibility, civil liberties, rights of the accused/protection of the community, and rights of “minorities” by …

* Explaining the major reasons/events which led to the development of a new government rather than redrafting the Articles
* Identify and explain the major issues which confronted the delegates at the Constitutional convention
* Summarizing the compromise which was reached on each of the major issues and made a part of the Constitution
* Summarizing the major arguments for and against the ratification of the Constitution
* Formulating a conclusion on to what degree the constitution was a product of self-interest or the advancement of democracy
* Explaining the major provisions of the seven articles of the Constitution, the key components/requirements of the three branches of government, the four major ways that the Constitution can be “stretched”, the five major classifications of governmental powers, the major official and unofficial roles of the presidents, and key elements of the Bill of Rights.

**Unit 3: Industrialism, War, and the Progressive Era**

**Required Reading:**

*Brinkley* Chapters 17-20

Key discussion topics:

-Gilded Age and Politics

-Rise of Unions

-Urbanization and Immigration

-Settling the Frontier

-Plight of Native Americans

-Populist Movement

-Spanish-American War

-Imperialism

-Roosevelt Corollary

-Progressive Era Reform

-Progressive Presidents

Assessments:

-Presidential Campaign Activity

-Free-Response Essay on Plains Indians and DBQ Essay – Progressive Era

-Seminar – Transcontinental Railroad

-Myth vs. Reality of the Wild West Activity

-Panel Discussion – Age of Imperialism – students assume characters of the age

-Progressive Reform – Moviemaker project – students create movies

-Unit 3 Exam Test Multiple Choice and Free-Response

**Outcome#1:** Students will be able to demonstrate the ability to assess the impact of the settlement and cultures of the Great Plains as the ‘final west’ of the continental United States on the development of this nation between 1865-1890 by: describing the ecological, cultural and economic reasons why the Great Plains area was the last area to be settled in the continental United States;

* explaining the United States government’s official and unofficial treatment and policies towards the ‘AmerIndians’ beginning in the early 1800’s to 1865, from 1865 to the early 1870’s, and from the early 1870’s to the 1890’s;
* explaining the impacts that this treatment and these policies had on the ‘AmerIndians’ including the creation and destruction of the Plains Indians culture;
* explaining the role that the cattlemen, railroads, cowboys, miners and the homesteaders each had on the settlement, development, and destruction of the frontier culture; and,
* analyze the impact that this last frontier and all other previous frontiers had on the development of the United States as well as the validity of the Frederick Jackson Turner thesis with regard to the closing of the frontier by 1890.

**Outcome #2:** Students will be able to demonstrate the ability to assess the nature of politics, political parties, political issues, and political activism in the period from 1877 to 1900 by

* identifying the major sources for support for the Republican and Democratic parties and explaining the high degree of popular participation in national politics despite the relative lack of issues dividing the two major parties;
* discussing the major issues which were a part of the national politics of this period including civil service reform, the tariff, agrarian reform, railroad reform, trusts, and the standard of currency;
* discussing the degree to which the government responded to each of these issues including examples of reform and reasons for a lack of reform;
* explaining the reasons for the rise of an agrarian protest movement which culminated in the formation of the People’s [Populist] Party by the 1890’s as well as their proposed program for reform;
* analyzing the successes and failures of the Populist movement and the reasons for their decline after the Election of 1896; and,
* analyzing the efforts of third party movements since the first third party in 1832 as well as the impact they have and will continue to have on politics in the United States.

**Outcome #3:** Students will be able to demonstrate the ability to assess the rise of the major phase of industrialization and urbanization in the United States between 1865-1900 as well as the rise of big business, and assess the impacts of these forces on the development of the United States by…

* explaining the major factors which are needed in a nation in order for it to industrialize on a large scale and cite specific evidence of these factors in the United States in the latter half of the 1800’s;
* explaining the types of business organizations which emerged in the late 1800’s which accounted for a great deal of industrial wealth, and the positive and negative impacts of these big businesses on the U.S. economy and society;
* discussing the types of big businessmen which emerged in the late 1800’s and analyze their contributions both positive and negative to the U.S. economy and society;
* explaining the reasons for the laissez-faire regulation of big businesses in the late 1800’s, the reasons which emerged that called for regulation of these businesses, and the nature of the legislation that was passed to regulate these businesses;
* explaining the doctrines of the Gospel of Wealth, the Social Gospel and Social Darwinism and how they affected the desire to reform or not to reform society;
* explaining the early efforts in the organization of labor unions including the differences between their methods of organization, membership, and goals; as well as the government’s attitude toward unions v. management;
* describing the technological advances which occurred in industry and how they affected the centralization of industry as well as how they affected the worker and the workplace;
* explaining the factors which caused the movement of the population from rural to urban areas in the late 1900’s as well as the urban conditions which people faced in the cities;
* describing the efforts by cities to deal with urban problems and the emergence of municipal governments to deal with the politics of the cities; and,
* discussing the growth of social and cultural movements in urban centers offering more opportunities to people in education, the professions, literature, art, and journalism.

**Outcome #4:** Students will be able to demonstrate the ability to assess the movement of the United States to an imperialistic foreign policy between 1865-1914 by…

* explaining the major reasons [vital interests] that were causing United States’ interest in expanding its territories beyond continental U.S.;
* identifying and explaining the U.S. interest in specific regions in the world including Samoa, Hawaii, Central America including the Caribbean, and parts of Asia including China and Japan;
* identifying the groups opposed to the nation’s acquisition of an empire and explaining their major reasons of opposition;
* explaining the major causes of the Spanish-American War, analyzing the major cause for the War, and assessing the impact of the Spanish-American War on our nation and our desire for an empire;
* explaining President Theodore Roosevelt’s ideas about the U.S.’ obligations as a major world power and the effect these ideas had on U.S. foreign policy in the Western Hemisphere and Far East; and,
* explaining President Taft’s ideas of dollar diplomacy and President Wilson’s ideas of moral diplomacy and comparing/contrasting them with Roosevelt’s policies;

**Outcome #5:** Students will be able to demonstrate the ability to evaluate the Progressive Movement in the United States between 1900-1920 by…

* explaining the origins of the progressive movement in early protest movements of the late 1800’s, the work of the muckraker writers, and the writings of intellectuals/authors;
* identifying the major groups in society who supported the progressive movement as well as their major beliefs;
* explaining the broad based spectrum of progressive reformers including those who worked within the existing political parties, the third party reformers, and the local and state progressive reformers;
* comparing and contrasting the nature and degree of success of the populist and progressive reform movements;
* assessing the status and gains of U.S. minorities during the first two decades of the twentieth century including labor unions, blacks, immigrants, women and the poor; and the degree to which they were or were not part of the progressive reform movements;
* comparing and contrasting President Theodore Roosevelt’s attitudes and actions towards progressivism when he was President [1900-1908] with those of this New Nationalism views [1912-1914];
* comparing and contrasting Presidents Roosevelt’s and President Wilson’s progressive programs and results; and,
* assessing the degree of success of the progressive movement in bringing about reform affecting business as well as people’s attitudes toward business.

**Unit 4: Wilson and World War I**

**Required Reading:**

*Brinkley*  Chapters 23

The American Spirit (Chapters 30 and 31) readings and questions

Key discussion topics:

-Divided loyalties

-Siding with the Allies

-American Involvement

-Home-front

-Civil Liberties

-Wilson’s Fourteen Points and Treaty of Versailles

Assessments:

-Seminar– Wilson – Great President?

-Debate – Civil Liberties in Wartime – connect to modern times

-Station Activity on War Propaganda

- Unit 4 Exam Test Multiple Choice and Free-Response

**Outcome #1:** Student will be able to demonstrate the ability to assess the United States’ involvement in World War I between 1914-1918, and the making of the peace settlement between 1918-1920 by…

* explaining the major rights of a neutral nation during wartime according to international precedents, and discussing the problems encountered by President Wilson in trying to adhere to these traditional concepts of neutrality before the U.S. entry into the war;
* describing the steps taken by President Wilson to mobilize the nation for war both in the military and in domestic areas, and how this impacted the power of the president during wartime;
* explaining the role played by President Wilson in framing the peace settlement to end World War I; and,
* analyze the major reasons given by President Wilson as to why the U.S. should sign the Treaty of Versailles and thus join the League of Nations as well as the major objections advanced by the reservationists and irreconcilables, and assess which of the arguments or positions or combinations of them was most appropriate.

**Unit 5: The Roaring Twenties**

**Required Reading:**

Brinkley Chapters 24 and 25

The American Spirit (Chapter 32 and 33) readings and questions

Key discussion topics:

-Isolation and Pacifism

-American Neutrality

-Materialism and a Booming Economy

-Harding and Coolidge

-Red Scare

-Traditionalism v. Modernism

Assessments:

-Interactive station activity

-Analyze 1986 Twenties DBQ essay

-Unit 10 Exam Test Multiple Choice and Free-Response

**Outcome #1:** Students will be able to demonstrate the ability to analyze the political, economic, social and cultural aspects of the post-World War I decade from 1919-1929 by…

* explaining the major steps taken by the Harding administration to demobilize the nation especially in the areas of labor, industry, agriculture, politics, foreign policy, and attacks on radicals;
* describing the efforts of Frederick Taylor and Henry Ford in transforming manufacturing and the social and economic impact of their efforts;
* identifying the unstable factors in the U.S. economy in the 1920’s with specific reference to the area of agriculture and speculation;
* explaining the cultural changes in U.S. society especially in the areas of consumerism, women, the family, religion, literature, music, education, and sex;
* explaining the conflicts in culture which occurred in the 1920’s in the areas of Prohibition, the rise of Nativism, the Ku Klux Klan, religious fundamentalism, and the Literature of alienation; and,
* explaining the nature of foreign policy in the 1920’s which was built on the desire for isolationism from the world.

**Unit 6: The Great Depression and the New Deal**

**Required Reading:**

*Brinkley* Chapters 15 and 26

The American Spirit (Chapter 34) readings and questions

Key discussion topics:

-Speculation and the stock market crash

-Hoover and rugged individualism

-Election of 1932

-FDR and the New Deal

-Court Packing scheme

-Impact on various groups in America

Assessments:

-Seminar – Was the New Deal an effective answer to the Great Depression?

-Station Activity – impact on culture in America

-May 2003 New Deal AP Exam DBQ essay

-Alphabet agencies graphic organizer

-Unit 6 Exam Test Multiple Choice and Free-Response

**Outcome # 1:** Students will be able to demonstrate the ability to evaluate the background of the Great Depression, the impact of it on the nation and the attempts made to overcome it as well as prevent something similar in the future between 1929-1938…

* Explaining the underlying causes of the depression and describing the immediate factors leading to the stock market crash;
* Describing the steps taken by President Hoover between 1929 and 1932 to deal with the depression, the reasons for his actions, and the effects on the pace of recovery;
* Discussing the interrelationship between the European and American economies by 1929 especially with regards to currencies, war debts, and war reparations;
* Comparing the contrasting President Hoover’s approach to dealing with the depression with that of President Roosevelt’s;
* Comparing and contrasting the philosophies and the programs of President Roosevelt’s First and Second Phases of the New Deal as well as their successes and failures;
* Identifying and explaining the philosophies of the opponents to the New Deal program on the right and the left;
* Explaining President Roosevelt’s reasons for attempting to pack the Supreme Court as well as the reasons for the shift in attitude towards the New Deal after 1937;
* Describing the impact of the New Deal programs on the social, economic and political conditions of labor, blacks, ethnic, woman, the poor and Native Americans;

* Explaining the contributions made by the New Deal to ensuring the future economic and social stability of the nation; and,
* Explaining the expansion of the power of the federal government, particularly the power of the Presidency, brought about by the New Deal.

**Outcome # 2:** Students will be able to demonstrate the ability to assess the role the United States played in foreign relations in the period 1920 – 1941 by…

* Explaining the reasons why the United States preferred to remain isolated from world affairs to 1941;
* Describing the actions of the United States concerning foreign trade, monetary stabilization, war debt repayment, and disarmament between 1920 and 1935 and their effects on foreign relations;
* Describing United States foreign policy towards Latin America and its impact on relations with that region;
* Discussing the problems for foreign policy presented by Japanese aggression in China during the 1930’s and the attempt by President Roosevelt to protect American interests while remaining out of war;
* Analyzing the Congressional legislation and Presidential actions of Roosevelt between 1935 and 1941 with regard to the degree of neutrality and U.S. intervention on behalf of the Allies; and,

**Unit 7: World War II and the Cold War, and Postwar America**

**Required Reading:**

*Brinkley* Chapters 27-29

The American Spirit (Chapters 35 – 38) readings and questions

Key discussion topics:

-American “Neutrality”

-Pearl Harbor

-American Involvement

-Theaters of War/ US Strategy

-The Homefront

-Civil Liberties

-The Atomic Bomb/ Truman

-The Korean War

-Economic Boom

-Suburban Growth and the New Youth Culture

-Cold War Begins

Assessments:

-Seminar – Was it necessary to drop the atomic bomb to end World War II?

-May 2001 Cold War AP Exam DBQ essay

-Unit 7: Test Multiple Choice and Free-Response

**Outcome # 1: Students** will be able to demonstrate the ability to assess the nature of United States foreign policy during the first phase of the Cold War between 1945 – 1962 by…

* Explaining the origins of Cold War during World War II summit conferences and in the postwar era following World War II as well as the misconceptions the United States and the Soviets had of each other;
* Describing the beginnings of the United Nations and its successes and failures up to the early 1960’s;
* Explaining the containment policy which developed under President Truman and how the Truman Doctrine, the Marshall Plan, the Berlin airlift, Point Four and the development of N.A.T.O. all helped implement the policy;
* Describing the major issues of the Korean Conflict including the decision by the U.S. to defend an area outside its defense perimeter and disagreements on military strategy in conducting the war;
* Explaining the broadening of the containment policy under President Eisenhower and Secretary of States John Foster Dulles to the diplomatic policies of collective security and global commitments to anticommunist struggles as well as the arms policies of brinkmanship and massive retaliation;
* Explaining President Kennedy’s responses to the Soviet infringement of United States’ interest specifically in Latin America especially Cuba, in Europe especially Berlin, and in Asia especially Vietnam; but also worldwide as shown by his Peace Corps program; and,
* Discussing the factors, which lead to the increasing nationalism among Third World nations and its impact on the cold war policies of the United States and the Soviet Union.

**Outcome # 2: Students** will be able to demonstrate the ability to assess the domestic policies under President Truman and Eisenhower and the early efforts of the civil rights movement from 1945-1960 by…

* Discussing the efforts of President Truman and Congress to return the nation to peacetime following World War II;
* Explaining President Truman’s efforts at a Fair Deal with specific reference to his efforts at civil rights and labor legislation;
* Explaining the factors which led to the rise of McCarthyism and the Red Scare as well as their infringements on civil liberties, and the forces which brought about McCarthy’s downfall;
* Explaining the nature of President Eisenhower’s Modern Republicanism and its deference to business interests;
* Describing the nature of the 1950’s as both a period of conformity as well as rebellion; and,
* Explaining the early stages of the civil rights movement as well as the major groups and leaders which emerged mainly in the South and focused mostly on the gal of obtaining political and legal rights.

**Outcome # 3:** Students will be able to demonstrate the ability to access the role played by the United States in World War II from 1941 – 1945 by…

* Describing the efforts taken by President Roosevelt and Congress to mobilize the nation during wartime both military and by converting the economy to meet war needs;
* Explaining the military strategies and their effectiveness that were used by the Allies to defeat Germany and Italy in Europe and the military strategies used by the American army and navy to defeat Japan in the Orient;
* Explaining the major decisions made at the major wartime conferences held during the war from 1942 to 1945 and their impact on creating a peace settlement at the end of the war;
* Comparing and contrasting the social and economic opportunities for some American minorities including woman and blacks during the war with the direct infringements on civil rights of other groups including Japanese-Americans;
* Analyze the military and political reasons which were proposed with regard to whether the United States should drop the atom bomb on Japan as well as President Truman’s decision to do so in August of 1945; and,
* Explaining how some of the decisions reached near the end of the war especially with the Soviets helped to create an adversary relationship between the U.S. and the Soviet Union.

**Unit 8: New Frontier, Vietnam, and Social Upheaval**

**Required Reading:**

*Brinkley**Chapter 30*

The American Spirit (Chapter 39) readings and questions

Key discussion topics:

-New Frontier

-Warren Court

-Civil Rights Movement

-Great Society

-Containment in Vietnam

-Social Unrest at Home

Assessments:

-May 1995 AP Exam DBQ

-Seminar – Civil Rights Movement

-Unit 13 Exam: multiple choice AP exam and free-response essay

**Outcome # 1:** Students will be able to demonstrate the ability to assess the nature of United States foreign policy during the second phase of the Cold War between 1962-1975 by…

* Explaining the major reasons for and actions taken in the gradual escalation of the U.S. commitment to Vietnam from the late 1950’s to 1968, the factors which lead to the gradual alienation of the American public from the war, and the actions and reactions which led to American withdrawal from Vietnam by 1975;
* Describing the impact that the Vietnam experience had on U.S. foreign policy;
* Explaining the modification in U.S. cold war foreign policy with the Soviet Union to one of “détente” under President Nixon as seen in his policies towards Europe and China;
* Describing the efforts of the United States and the Soviet Union to promote the space race as well as other cultural races [e.g. education race, sports race, arts race] as part of the cold war policies;
* Explaining the modification to the arms race policies of massive retaliation and mutual assured destruction under Eisenhower and Kennedy to efforts at arms control and limitations under Nixon;
* Describing the efforts of President Nixon and Secretary of State Henry Kissinger in dealing with major foreign issues in the Middle East, China, Africa and Latin America in applying the Nixon Doctrine; and,
* Discussing the continued efforts of the United States to promote anti-Communist governments in Third World nations even though it meant supporting military and/or authoritarian rulers.

**Outcome #2:** Students will be able to demonstrate the ability to access the domestic policies under President Kennedy/Johnson and President Nixon as well as the efforts of the civil rights and other social movements from 1961-1974 by…

* Explaining the components and programs of President Kennedy’s New Frontier;

* Explaining the components and programs of President Johnson’s Great Society;
* Explaining the components and programs of President Nixon’s New Federalism;
* Discussing the major successes and failures of the civil rights movement for African-Americans between 1961-1968 as well as the major groups and leaders who represented a broad spectrum for change;
* Assessing the major impact that the civil rights movement had on African-Americans achieving their political, economic and social rights;
* Explaining how the civil rights movements led to the development of other minorities efforts for civil rights including women, criminals, youth, the disabled, Native-Americans, Hispanics, gays, and senior citizens bye the 1970’s
* Describing the nature of the 1960’s as a period of protest, rebellion and youth counterculture;
* Discussing how the year 1968 is a major turning point in the history of the United States; and,
* Describing the nature of the 1970’s as a period of disillusionment and despair.