



## Manhattan Center for Science and Math High School

### History Department Curriculum

Advanced Placement United States History 1

<http://mcsportal.net>

Marking Period 1

**Topic and Essential Question:** Unit 1: 1491-1607 - *American History: A Survey, Chapters 1-3*

#### Unit/Topics:

**Content:** Geography and environment; Native American diversity in the Americas; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy.

**Primary Source Analysis:** Notecards for Primary Sources Theme

**Sources:** Woodcuts from the settling of Jamestown and photos of Native American jewelry and pottery; “Letter to Luis de Santangel;” a letter describing Native Americans; and a map of American Indian pre-1492 demographics.

**Author’s Thesis Paper and ATP 2:** Students read an excerpt from “1491” by Charles C. Mann, an excerpt from Howard Zinn’s *A People’s History of the United States*, and an excerpt from William Bennett’s *America: The Last Best Hope*. Using evidence and analysis from these materials, students will write an essay in response to the question, “Were the conquistadores immoral?”

**You Be the Judge and YBTJ 2:** Documents: John Marston from Eastward Ho vs. The Tragical Relation of the Virginia Assembly (1624).

**History in the Making Assignments:** Kyle Ward’s *History in the Making*, Chapter 1 “Native American Relations with the New Colonists” and Chapter 5 “Captain John Smith and Pocahontas.”

**DBQ Deconstruction:** Teacher created DBQ on the Columbian Exchange.

**Six Degrees of Separation:** From 1491 to Jamestown.

**Unit I Celebration of Knowledge:** Six multiple choice questions, two short answer questions, and one teacher created FRQ on Indian/settler interaction.

#### SWBAT/Objectives

#### Students Will Be Able to:

Cite specific textual evidence .... ; Determine the meaning of words ... ; Integrate and evaluate multiple sources .... ; Write arguments focused on *discipline-specific content*. ; Introduce precise, knowledgeable claim(s), .... ; Develop claim(s) .... ; Use words, phrases, and clauses as well as varied syntax ... ; Establish and maintain a formal style and .... ; Provide a concluding statement or .... ; Produce clear and coherent writing .... ; Conduct short as well as more sustained research projects .... ; Initiate and participate effectively in a range of collaborative discussions... ; Come to discussions prepared... ; Work with peers to promote civil, democratic discussions... ; Propel conversations by posing and responding to questions... ; Respond thoughtfully to diverse perspectives... ; Present information, findings, and supporting

**Vocabulary/Key Terms:**

Geography and environment; Native American diversity in the Americas; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy.

**Assessments:**

**Author’s Thesis Paper and ATP 2:** Students read an excerpt from “1491” by Charles C. Mann, an excerpt from Howard Zinn’s *A People’s History of the United States*, and an excerpt from William Bennett’s *America: The Last Best Hope*. Using evidence and analysis from these materials, students will write an essay in response to the question, “Were the conquistadores immoral?”

**You Be the Judge and YBTJ 2:** Documents: John Marston from *Eastward Ho* vs. *The Tragical Relation of the Virginia Assembly* (1624).

**DBQ Deconstruction:** Teacher created DBQ on the Columbian Exchange.

**Unit I Celebration of Knowledge:** Six multiple choice questions, two short answer questions, and one teacher created FRQ on Indian/settler interaction.

**Common Core Standards:**

**Reading :**

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence .... ; CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...  
CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

**Writing:**

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*. ; CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), .... ; CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) .... ; CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ... ; CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and .... ; CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or .... ; CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing .... ;  
CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects ....

**Speaking and Listening:**

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions... ; CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared... ; CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions... ; CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions... ; CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives... ;  
CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting

**Differentiated Instruction:  
ELLs:**

Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud  
Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**SWDs:**

**High-Achievers:**

Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies) Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments, Flexibility with creative assignments, Small Group work/ Discussion, Socratic Seminar

**Resources/Books:****Textbook:**

*American History: A Survey*, Alan Brinkley, 11<sup>th</sup> ed., McGraw Hill College, 2010.

**Primary Sources:**

*American Issues: A Documentary Reader*, Charles M. Dollar and Gary W. Reichard, 1<sup>st</sup> ed., Random House, 1988.

*For the Record, Vol. 1 and 2*, David Shi and Holly Mayer, W.W. Norton, 2004.

*Opposing Viewpoints, Vol. 1 & 2*, William Dudley and Thomson Gale, 2007.

*The American Spirit: United States History as Seen by Contemporaries, Vol. 1 & 2*, Thomas A. Bailey and David M. Kennedy, 6<sup>th</sup> ed., D.C. Heath & Co., 1987.

**Secondary Sources:**

*A People's History of the United States*, Howard Zinn.

*A Sense of History*, ed. American Heritage, IBOOKS Inc., 2003.

*American Colonies: The Settling of North America*, Alan Taylor, Penguin Books, 2001.

*Conflict and Consensus in American History*, edited by Allen F. Davis and Harold D. Woodman, D.C. Heath and Co., 1984.

*Dave Barry Slept Here*, Dave Barry, Ballantine Books, 1995.

*From Slavery to Freedom, 8th ed.*, John Hope Franklin and Alfred A. Moss, Jr., Alfred A. Knopf, New York, 2003.

*Historical Moments: Changing Interpretations of America's Past, Vol. 1 & 2*, Jim McClellan, 1<sup>st</sup> ed., Dushkin McGraw-Hill, 2000.

*Historical Viewpoints, Vol. 1 & 2*, edited by John A. Garraty, 9<sup>th</sup> ed., Longman Publishers, 2003.

*History In the Making*, Kyle Ward, New Press, 2007.

*Only Yesterday*, Frederick Lewis Allen, Harper Perennial, 2000.

*Portrait of America, Vol. 1 & 2*, Stephen B. Oates, 7<sup>th</sup> ed., Houghton Mifflin, 1999.

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*The 9/11 Report: A Graphic Adaptation*, Sid Jacobson and Ernie Colon, Hill and Wang, 2006.

*The American Presidency*, edited by Alan Brinkley, 1<sup>st</sup> ed., Houghton Mifflin Harcourt, 2005.

*The History of Women in America*, Carol Hymowitz and Michael Weissman, Bantam Doubleday, New York, 1990.

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Homework: Per Teacher



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Advanced Placement United States History 1

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Marking Period 2

**Topic and Essential Question:** Unit 2 + 3: 1607-1800 - *American History: A Survey, Chapters 4-10* ,

#### Unit/Topics:

**Content:** Growing trade; unfree labor; political differences across the colonies; conflict with Native Americans; immigration; early cities; role of women, education, religion and culture; and growing tensions with the British. Colonial society before the war for independence; colonial rivalries; the Seven Years War; pirates and other democrats; role of women before, during, and after 1776; Articles and a Constitution; and early political rights and exclusions.

**Primary Source Analysis:** “Sinners in the Hands of an Angry God” by Jonathan Edwards; an indentured servant’s letter home; Bacon’s Manifesto; The Maryland Toleration Act; a letter about Small Pox Inoculation; map of a Puritan town; painting of a colonial Virginia tobacco farm; and colonial export chart broken down by region and products.  
Speeches at Fort Pitt by Tecumseh, Declaration of Rights and Grievances, Letters from a PA Farmer, Common Sense, The Declaration of Independence, The American Crisis, A Proclamation of Shaysite Grievances, The United States Constitution, The Federalist #45, Jefferson’s First Inaugural, Washington’s Farewell Address, KY and VA Resolutions, map of Northwest Ordinance/Slavery abolition (from AP exam), and two artists’ contrasting views of the Boston Massacre. Drawing on primary sources, students engage in a debate over the question, “Did the Revolution assert British rights or did it create an American national identity?” (ID-1) [CR4]

**Author’s Thesis Paper and ATP 2:** Students read “The Puritans and Sex” by Edmund Morgan, “Persistent Localism” by T.H. Breen, and “When Cotton Mather Fought the Smallpox” by Dr. Laurence Farmer. Then, working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies.(WXT-4) [CR4]

“Women and the Revolution” by Mary Beth Norton, “A Revolution to Conserve” by Clinton Rossiter, and “The Transit of Power” by Richard Hofstadter.

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

**You Be the Judge and YBTJ 2:** Students compare and contrast John Winthrop from Letter to His Wife vs. Pond from Letter to His Father, and Franklin from Apology for Printers vs. Stiles from Letter to Thomas Clap.

Jefferson from the Kentucky Resolutions vs. Washington’s Farewell Address, Madison from The Federalist #10 vs. Henry at the VA

Ratifying Convention, Hamilton from Report on Manufactures vs. Jefferson from Notes on the State of VA.

**History in the Making Assignments:** *History in the Making*, Chapter 8, “Witchcraft in the Colonies.” Students will document the key facts of the witchcraft trials and analyze how the trials were covered in student textbooks throughout U.S. history. Students will write an argumentative essay and explain how the witchcraft trials help us understand the nature of knowledge, gender roles, and patriarchy in the colonial era.[CR3]

*History in the Making*, Chapter 12 (Lexington and Concord) and Chapter (Women in the Revolutionary War).

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

**DBQ Deconstruction:** In groups, students will read the sources from a DBQ on the Puritans and engage in debate on the open-ended question provided by the DBQ. As a take home assignment, students will write an essay with a thesis statement that focuses on the economic, political, or religious values of the Puritans. [CR5] [CR5]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.— Historical argumentation

**Six Degrees of Separation:** From Jamestown to the French and Indian War.

Drawing on assigned secondary sources, students will indicate the extent to which there is both continuity and change of basic civil rights from the Declaration of Independence to the Voting Rights Act of 1965. [CR13b]

**Meeting of the Minds:** Each student will research an individual from an assigned era in preparation for an in-class role playing exercise. The discussion will be guided by questions which relate to both the era and the themes of AP U.S. History. This activity occurs in Unit 3 and Unit 6. A similar activity will be the **Antebellum Dinner for Eight**, which is the same assignment but set in a fictitious dinner for antebellum reformers.

**Unit 2 Celebration of Knowledge:** Nine multiple choice questions, three short answer questions, and one teachercreated FRQ on Colonial development.

**Unit 3 Celebration of Knowledge:** Twelve multiple choice questions, three short answer questions, and one teacher created DBQ comparing and contrasting the impacts of the Articles of Confederation and the Constitution.

**Slavery DEQ (Document Enhanced Question):** Students will be divided into groups, and each group will be required to complete a Document Enhanced Question dealing with the issue of slavery between 1820-1860. Using the documents and secondary sources, each group will compose a sample answer essay to its question.

## SWBAT/Objectives

### Students Will Be Able to:

Cite specific textual evidence .... ; Determine the meaning of words ... ; Integrate and evaluate multiple sources .... ; Write arguments focused on *discipline-specific content*. ; Introduce precise, knowledgeable claim(s), .... ; Develop claim(s) .... ; Use words, phrases, and clauses as well as varied syntax ... ; Establish and maintain a formal style and .... ; Provide a concluding statement or .... ; Produce clear and coherent writing .... ; Conduct short as well as more sustained research projects .... ; Initiate and participate effectively in a range of collaborative discussions... ; Come to discussions prepared... ; Work with peers to promote civil, democratic discussions... ; Propel conversations by posing and responding to questions... ; Respond thoughtfully to diverse perspectives... ; Present information, findings, and supporting

**Vocabulary/Key Terms:**

Growing trade; unfree labor; political differences across the colonies; conflict with Native Americans; immigration; early cities; role of women, education, religion and culture; and growing tensions with the British. Colonial society before the war for independence; colonial rivalries; the Seven Years War; pirates and other democrats; role of women before, during, and after 1776; Articles and a Constitution; and early political rights and exclusions

**Assessments:**

**Author’s Thesis Paper and ATP 2:** Students read “The Puritans and Sex” by Edmund Morgan, “Persistent Localism” by T.H. Breen, and “When Cotton Mather Fought the Smallpox” by Dr. Laurence Farmer. Then, working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies.(WXT-4) [CR4]

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[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

**You Be the Judge and YBTJ 2:** Students compare and contrast John Winthrop from Letter to His Wife vs. Pond from Letter to His Father, and Franklin from Apology for Printers vs. Stiles from Letter to Thomas Clap.

Jefferson from the Kentucky Resolutions vs. Washington’s Farewell Address, Madison from The Federalist #10 vs. Henry at the VA Ratifying Convention, Hamilton from Report on Manufactures vs. Jefferson from Notes on the State of VA.

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**Meeting of the Minds:** Each student will research an individual from an assigned era in preparation for an in-class role playing exercise. The discussion will be guided by questions which relate to both the era and the themes of AP U.S. History. This activity occurs in Unit 3 and Unit 6.A similar activity will be the **Antebellum Dinner for Eight**, which is the same assignment but set in a fictitious dinner for antebellum reformers.

**Unit 2 Celebration of Knowledge:** Nine multiple choice questions, three short answer questions, and one teachercreated FRQ on Colonial development.

**Unit 3 Celebration of Knowledge:** Twelve multiple choice questions, three short answer questions, and one teacher created DBQ comparing and contrasting the impacts of the Articles of Confederation and the Constitution.

**Slavery DEQ (Document Enhanced Question):** Students will be divided into groups, and each group will be required to complete a Document Enhanced Question dealing with the issue of slavery between 1820-1860.Using the documents and secondary sources, each group will compose a sample answer essay to its question.



**Common Core Standards:**

**Reading :**

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence .... ; CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...  
CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

**Writing:**

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*. ; CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), .... ; CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) .... ; CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ... ; CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and .... ; CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or .... ; CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing .... ;  
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**Speaking and Listening:**

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CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting

**Differentiated Instruction:  
ELLs:**

Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud  
Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**SWDs:**

Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies)  
Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**High-Achievers:**

Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments, Flexibility with creative assignments, Small Group work/ Discussion, Socratic Seminar

**Resources/Books:  
Textbook:**

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**Primary Sources:**

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## Manhattan Center for Science and Math High School

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Advanced Placement United States History 1

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Marking Period 3

**Topic and Essential Question:** Unit 4 + 5: 1800-1877 - *American History: A Survey, Chapters 11-21*

#### Unit/Topics:

**Content:** Politics in the early republic, parties and votes; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls; and Territorial expansion and Mexican War. Tensions over slavery; reform movements; politics and the economy; cultural trends; Transcendentalism and Utopianism; the Civil War, rights of freedmen and women, Reconstruction, and freedmen's bureau; and the KKK. Focus on white supremacy before and after the Civil War.

**Primary Source Analysis:** Letter to Mercy Otis Warren, The Indian Prophet and His Doctrine, The Monroe Doctrine, The Nullification Proclamation, Worcester v. GA, Self-Reliance, Declaration of Sentiments and Resolutions, The Spot Resolution, Polk's War Message, map of the spread of the 2<sup>nd</sup> Great Awakening, and contrasting illustrations of the "Trail of Tears".

Narrative of the Life of Frederick Douglass, Accounts about Poor Whites, Fugitive Slave Law, Dred Scott v. Sanford, The Impending Crisis in the South, Hospital Sketches, the Lincoln-Douglas Debates, map delineating southern secession, and two paintings of "Manifest Destiny."

**Author's Thesis Paper and ATP 2:** "The Cult of True Womanhood" by Barbara Welter, "Consensus and Ideology in the Age of Jackson" by Edward Pessen, and "Marbury v. Madison" by John Garraty.

Students look at several works by Transcendental writers including "Black Slaveowners" by Philip Burnham and "John Brown: Father of American Terrorism" by Ken Chowder, and discuss the ways their ideas both reflected mainstream values and offered up a "counterculture." Which trajectory was stronger?

**You Be the Judge and YBTJ 2:** Hayne from Speech in the Senate vs. Webster from Reply to Hayne, Boston Daily Advertiser from Defense of the Bank vs. Jackson from Veto of the Bank Bill.

Fitzhugh from Cannibals All vs. Weld from Slavery As It Is, Webster from Seventh of March Speech vs. Calhoun from 3/4/1850 Speech in the Senate, Whitman from Leaves of Grass vs. Hawthorne from American Notebooks, Lincoln from Speech at Alton, Ill., vs. Douglas vs. Speech at Alton, Ill.

**History in the Making Assignments:** *History in the Making*, Chapter 18 (The Trail of Tears) and Chapter 21 (The Start of the Mexican War). Students use SOAPStone to look at Polk's War message and debate whether that message was a change or continuation of U.S. attitudes and foreign policy.

*History in the Making*, Chapter 22 (Slavery in America), Chapter 24 (John Brown at Harper's Ferry), and Chapter 28 (Birth of the Ku Klux Klan).

Students will reflect on Seneca Falls—in what ways was it a consequence of pre-1848 reform activities and what did it contribute to the movement for women’s rights afterwards? Write a five page essay that makes an argument in response to this double sided question.

**DBQ Deconstruction:** Students write an essay based on the 2010 AP DBQ on Territorial Expansion.

**Six Degrees of Separation:** From Jefferson to the Reform Era.

**Unit 4 Celebration of Knowledge:** Twelve multiple choice questions, three short answer questions, and one teacher created FRQ on Antebellum Reform.

**DBQ Deconstruction:** 2002 DBQ on Reform Movements.

**Six Degrees of Separation:** From The Liberator to the Compromise of 1877.

**Chronological Reasoning Lesson:** Students look at the evolution of public policies related to slavery and racial inequality to 1877. After making a list, students write an essay to explain the evolution and moments when change occurred and why.

#### SWBAT/Objectives

#### Students Will Be Able to:

Cite specific textual evidence .... ; Determine the meaning of words ... ; Integrate and evaluate multiple sources .... ; Write arguments focused on *discipline-specific content*. ; Introduce precise, knowledgeable claim(s), .... ; Develop claim(s) .... ; Use words, phrases, and clauses as well as varied syntax ... ; Establish and maintain a formal style and .... ; Provide a concluding statement or .... ; Produce clear and coherent writing .... ; Conduct short as well as more sustained research projects .... ; Initiate and participate effectively in a range of collaborative discussions... ; Come to discussions prepared... ; Work with peers to promote civil, democratic discussions... ; Propel conversations by posing and responding to questions... ; Respond thoughtfully to diverse perspectives... ; Present information, findings, and supporting

#### Vocabulary/Key Terms:

Politics in the early republic, parties and votes; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls; and Territorial expansion and Mexican War. Tensions over slavery; reform movements; politics and the economy; cultural trends; Transcendentalism and Utopianism; the Civil War, rights of freedmen and women, Reconstruction, and freedmen’s bureau; and the KKK. Focus on white supremacy before and after the Civil War.

#### Assessments:

**Author’s Thesis Paper and ATP 2:** “The Cult of True Womanhood” by Barbara Welter, “Consensus and Ideology in the Age of Jackson” by Edward Pessen, and “Marbury v. Madison” by John Garraty.

Students look at several works by Transcendental writers including “Black Slaveowners” by Philip Burnham and “John Brown: Father of American Terrorism” by Ken Chowder, and discuss the ways their ideas both reflected mainstream values and offered up a “counterculture.” Which trajectory was stronger?

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**Unit 4 Celebration of Knowledge:** Twelve multiple choice questions, three short answer questions, and one teacher created FRQ on Antebellum Reform.

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**Common Core Standards:**

**Reading :**

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence .... ; CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

**Writing:**

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*. ; CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), .... ; CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) .... ; CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ... ; CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and .... ; CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or .... ; CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing .... ;

CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects ....

**Speaking and Listening:**

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions... ; CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared... ; CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions... ; CCSS.ELA-Literacy.SL.11-12.1c

Propel conversations by posing and responding to questions... ; CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives... ;

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**Differentiated Instruction:  
ELLs:**

Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud  
Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**SWDs:**

Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies)  
Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**High-Achievers:**

Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments, Flexibility with creative assignments, Small Group work/ Discussion, Socratic Seminar

**Resources/Books:  
Textbook:**

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**Primary Sources:**

*American Issues: A Documentary Reader*, Charles M. Dollar and Gary W. Reichard, 1<sup>st</sup> ed., Random House, 1988.

*For the Record, Vol. 1 and 2*, David Shi and Holly Mayer, W.W. Norton, 2004.

*Opposing Viewpoints, Vol. 1 & 2*, William Dudley and Thomson Gale, 2007.

*The American Spirit: United States History as Seen by Contemporaries, Vol. 1 & 2*, Thomas A. Bailey and David M. Kennedy, 6<sup>th</sup> ed., D.C. Heath & Co., 1987.

**Secondary Sources:**

*A People's History of the United States*, Howard Zinn.

*A Sense of History*, ed. American Heritage, IBOOKS Inc., 2003.

*American Colonies: The Settling of North America*, Alan Taylor, Penguin Books, 2001.

*Conflict and Consensus in American History*, edited by Allen F. Davis and Harold D. Woodman, D.C. Heath and Co., 1984.

*Dave Barry Slept Here*, Dave Barry, Ballantine Books, 1995.

*From Slavery to Freedom, 8th ed.*, John Hope Franklin and Alfred A. Moss, Jr., Alfred A. Knopf, New York, 2003.

*Historical Moments: Changing Interpretations of America's Past, Vol. 1 & 2*, Jim McClellan, 1<sup>st</sup> ed., Dushkin McGraw-Hill, 2000.

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*The 9/11 Report: A Graphic Adaptation*, Sid Jacobson and Ernie Colon, Hill and Wang, 2006.

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*The History of Women in America*, Carol Hymowitz and Michaela Weissman, Bantam Doubleday, New York, 1990.

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## Manhattan Center for Science and Math High School

### History Department Curriculum

Advanced Placement United States History 2

<http://mcsportal.net>

Marking Period 1

Topic and Essential Question: Unit 6: 1865-1900 - *American History: A Survey, Chapters 22-28*

#### Unit/Topics:

**Content:** The rights of freedmen and women; Reconstruction; freedmen's bureau, and the 1877 Railroad strike; rise of labor unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish American War, and conquests in the Pacific.

**Primary Source Analysis:** The New South, The New South Investigated, The Atlanta Compromise, A Century of Dishonor, The Frontier in American History, Wealth, Organizing Women Workers, Our Country, The Lure of the City, Chinese Exclusion Act, A Black Woman's Appeal for Civil Rights, Populist Party Platform, The Money Question, The Cross of Gold, The March of the Flag, The Open Door in China, map of the overseas possessions of the U.S., and a variety of Thomas Nast political cartoons.

**Author's Thesis Paper and ATP 2:** After reading "Reconstruction" by McPherson, "The Robber Barons" by Josephson, and "The Robber Barons Bum Rap" by Klein, students write an essay arguing for or against annexation of Cuba after the Spanish-American War and create an accompanying editorial paragraph to appear in the *NY Times*.

Students write a FRQ on the role the acquisition of natural resources has played in U.S. foreign policy decisions since the late 19th century. Were resources the driving force in this expansion?

**You Be the Judge and YBTJ 2:** Report from Joint Committee on Reconstruction vs. Johnson from Veto of Reconstruction, and E. Merton Coulter from The South During Reconstruction vs. Carl N. Degler from Out of Our Past.

**Be the Judge and YBTJ 2:** Report from Joint Committee on Reconstruction vs. Johnson from Veto of

**History in the Making Assignments:** *History in the Making*, Chapter 29 (Eugene V. Debs and the Pullman Strike) and Chapter 30 (Immigration).

**DBQ Deconstruction:** 2009 DBQ on African Americans in the Civil War.

**Six Degrees of Separation:** From The Homestead Act to the Battle of Wounded Knee.

**Unit 6: Celebration of Knowledge:** Fifteen multiple choice questions, four short answer questions, and one teacher created FRQ on late 19th century immigration.

#### SWBAT/Objectives

#### Students Will Be Able to:

Cite specific textual evidence .... ; Determine the meaning of words ... ; Integrate and evaluate multiple sources .... ; Write arguments focused on *discipline-specific content*. ; Introduce precise, knowledgeable claim(s), .... ; Develop claim(s) .... ; Use words, phrases,

and clauses as well as varied syntax ... ; Establish and maintain a formal style and .... ; Provide a concluding statement or .... ; Produce clear and coherent writing .... ; Conduct short as well as more sustained research projects .... ; Initiate and participate effectively in a range of collaborative discussions... ; Come to discussions prepared... ; Work with peers to promote civil, democratic discussions... ; Propel conversations by posing and responding to questions... ; Respond thoughtfully to diverse perspectives... ; Present information, findings, and supporting

### Vocabulary/Key Terms:

The rights of freedmen and women; Reconstruction; freedmen's bureau, and the 1877 Railroad strike; rise of labor unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish American War, and conquests in the Pacific. The New South, The New South Investigated, The Atlanta Compromise, A Century of Dishonor, The Frontier in American History, Wealth, Organizing Women Workers, Our Country, The Lure of the City, Chinese Exclusion Act, A Black Woman's Appeal for Civil Rights, Populist Party Platform, The Money Question, The Cross of Gold, The March of the Flag, The Open Door in China, map of the overseas possessions of the U.S., and a variety of Thomas Nast political cartoons.

### Assessments:

**Author's Thesis Paper and ATP 2:** After reading "Reconstruction" by McPherson, "The Robber Barons" by Josephson, and "The Robber Barons Bum Rap" by Klein, students write an essay arguing for or against annexation of Cuba after the Spanish-American War and create an accompanying editorial paragraph to appear in the *NY Times*.

Students write a FRQ on the role the acquisition of natural resources has played in U.S. foreign policy decisions since the late 19th century. Were resources the driving force in this expansion?

**DBQ Deconstruction:** 2009 DBQ on African Americans in the Civil War.

**Unit 6: Celebration of Knowledge:** Fifteen multiple choice questions, four short answer questions, and one teacher created FRQ on late 19<sup>th</sup> century immigration.

### Common Core Standards:

#### Reading :

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence .... ; CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

#### Writing:

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*. ; CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), .... ; CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) .... ; CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ... ; CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and .... ; CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or .... ; CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing .... ;

CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects ....

#### Speaking and Listening:

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions... ; CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared... ; CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions... ; CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions... ; CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives... ;

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting



**Differentiated  
Instruction:  
ELLs:**

Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud  
Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**SWDs:**

**High-Achievers:**

Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies) Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments, Flexibility with creative assignments, Small Group work/ Discussion, Socratic Seminar

**Resources/Books:  
Textbook:**

*American History: A Survey*, Alan Brinkley, 11<sup>th</sup> ed., McGraw Hill College, 2010.

**Primary Sources:**

*American Issues: A Documentary Reader*, Charles M. Dollar and Gary W. Reichard, 1<sup>st</sup> ed., Random House, 1988.

*For the Record, Vol. 1 and 2*, David Shi and Holly Mayer, W.W. Norton, 2004.

*Opposing Viewpoints, Vol. 1 & 2*, William Dudley and Thomson Gale, 2007.

*The American Spirit: United States History as Seen by Contemporaries, Vol. 1 & 2*, Thomas A. Bailey and David M. Kennedy, 6<sup>th</sup> ed., D.C. Heath & Co., 1987.

**Secondary Sources:**

*A People's History of the United States*, Howard Zinn.

*A Sense of History*, ed. American Heritage, IBOOKS Inc., 2003.

*American Colonies: The Settling of North America*, Alan Taylor, Penguin Books, 2001.

*Conflict and Consensus in American History*, edited by Allen F. Davis and Harold D. Woodman, D.C. Heath and Co., 1984.

*Dave Barry Slept Here*, Dave Barry, Ballantine Books, 1995.

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*From Slavery to Freedom, 8th ed.*, John Hope Franklin and Alfred A. Moss, Jr., Alfred A. Knopf, New York, 2003.

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*Only Yesterday*, Frederick Lewis Allen, Harper Perennial, 2000.

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*The 9/11 Report: A Graphic Adaptation*, Sid Jacobson and Ernie Colon, Hill and Wang, 2006.

*The American Presidency*, edited by Alan Brinkley, 1<sup>st</sup> ed., Houghton Mifflin Harcourt, 2005.

*The History of Women in America*, Carol Hymowitz and Michael Weissman, Bantam Doubleday, New York, 1990.

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## Manhattan Center for Science and Math High School

### History Department Curriculum

Advanced Placement United States History 2

<http://mcsportal.net>

Marking Period 2

Topic and Essential Question: Unit 7: 1890-1945 - *American History: A Survey, Chapters 29-35*

#### Unit/Topics:

**Content:** The formation of the Industrial Workers of the World and the AFL; industrialization and technology, mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal liberalism with the capitalist crisis of the 1930s; and WW II, demographic shifts, the role of women and nonwhites, and battles for economic rights.

**Primary Source Analysis:** Scientific Management, The Jungle, Muller v. Oregon, The Zimmermann Note, The War and the Intellectuals, The Sacco and Vanzetti Case, The Great Black Migration, Government and Business, FDR's 1<sup>st</sup> Inaugural, Roosevelt's Court Packing Plan, The Four Freedoms, Korematsu v. United States, The Atomic Bombing of Hiroshima-The Public Explanation, New Deal political cartoons (pro and con), and graph showing economic cycles during the Great Depression through WW II.

**You Be the Judge and YBTJ 2:** Plessy v. Ferguson vs. Harlan from Dissent on Plessy v. Ferguson, Grady from The New South vs. Washington from The Race Problem, Turner from The Significance of the Frontier vs. MacDonald from Rugged Individualism, and Lloyd from Wealth Against Commonwealth vs. Nevins from John D. Rockefeller.

**Author's Thesis Paper and ATP 2:** "Theodore Roosevelt" by Morris, "Upton Sinclair on the Chicago Stockyards" by Sinclair, "The Most Scandalous President" by Anthony, and "The Big Picture of the Great Depression" by Garraty.

**History in the Making Assignments:** *History in the Making*, Chapter 32 (The Sinking of the USS Maine), Chapter 36 (Causes of the Stock Market Crash), and Chapter 39 (Japanese Internment).

**DBQ Deconstruction:** DBQ on how the different policies of FDR and Hoover toward the proper role of government reflected five decades of debates about citizenship, economic rights, and the public good. Be sure to indicate how specific policies reflect the global economic crisis of the 1930s.

**Six Degrees of Separation:** From The Sinking of the Maine to Hiroshima.

**Unit 7 Celebration of Knowledge:** Eighteen multiple choice questions, four short answer questions, and one teacher created DBQ on the Progressive Movement.

#### SWBAT/Objectives

#### Students Will Be Able to:

Cite specific textual evidence .... ; Determine the meaning of words ... ; Integrate and evaluate multiple sources .... ; Write arguments focused on *discipline-specific content*. ; Introduce precise, knowledgeable claim(s), .... ; Develop claim(s) .... ; Use words, phrases, and clauses as well as varied syntax ... ; Establish and maintain a formal style and .... ; Provide a concluding statement or .... ; Produce

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clear and coherent writing .... ; Conduct short as well as more sustained research projects .... ; Initiate and participate effectively in a range of collaborative discussions... ; Come to discussions prepared... ; Work with peers to promote civil, democratic discussions... ; Propel conversations by posing and responding to questions... ; Respond thoughtfully to diverse perspectives... ; Present information, findings, and supporting

### Vocabulary/Key Terms:

The formation of the Industrial Workers of the World and the AFL; industrialization and technology, mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal liberalism with the capitalist crisis of the 1930s; and WW II, demographic shifts, the role of women and nonwhites, and battles for economic rights. Scientific Management, The Jungle, Muller v. Oregon, The Zimmermann Note, The War and the Intellectuals, The Sacco and Vanzetti Case, The Great Black Migration, Government and Business, FDR's 1<sup>st</sup> Inaugural, Roosevelt's Court Packing Plan, The Four Freedoms, Korematsu v. United States, Hiroshima, New Deal, Great Depression, WW II.

### Assessments:

**Author's Thesis Paper and ATP 2:** "Theodore Roosevelt" by Morris, "Upton Sinclair on the Chicago Stockyards" by Sinclair, "The Most Scandalous President" by Anthony, and "The Big Picture of the Great Depression" by Garraty.

**DBQ Deconstruction:** DBQ on how the different policies of FDR and Hoover toward the proper role of government reflected five decades of debates about citizenship, economic rights, and the public good. Be sure to indicate how specific policies reflect the global economic crisis of the 1930s.

**Unit 7 Celebration of Knowledge:** Eighteen multiple choice questions, four short answer questions, and one teacher created DBQ on the Progressive Movement.

### Common Core Standards:

#### Reading :

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence .... ; CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...  
CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

#### Writing:

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*. ; CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), .... ; CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) .... ; CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ... ; CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and .... ; CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or .... ; CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing .... ;  
CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects ....

#### Speaking and Listening:

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions... ; CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared... ; CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions... ; CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions... ; CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives... ;  
CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting

### Differentiated Instruction:

**ELLs:**

Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud  
Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**SWDs:**

Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies) Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**High-Achievers:**

Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments, Flexibility with creative assignments, Small Group work/ Discussion, Socratic Seminar

**Resources/Books:****Textbook:**

*American History: A Survey*, Alan Brinkley, 11<sup>th</sup> ed., McGraw Hill College, 2010.

**Primary Sources:**

*American Issues: A Documentary Reader*, Charles M. Dollar and Gary W. Reichard, 1<sup>st</sup> ed., Random House, 1988.

*For the Record, Vol. 1 and 2*, David Shi and Holly Mayer, W.W. Norton, 2004.

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*The American Spirit: United States History as Seen by Contemporaries, Vol. 1 & 2*, Thomas A. Bailey and David M. Kennedy, 6<sup>th</sup> ed., D.C. Heath & Co., 1987.

**Secondary Sources:**

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*Conflict and Consensus in American History*, edited by Allen F. Davis and Harold D. Woodman, D.C. Heath and Co., 1984.

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*Only Yesterday*, Frederick Lewis Allen, Harper Perennial, 2000.

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*The 9/11 Report: A Graphic Adaptation*, Sid Jacobson and Ernie Colon, Hill and Wang, 2006.

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*The History of Women in America*, Carol Hymowitz and Michaela Weissman, Bantam Doubleday, New York, 1990.

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## Manhattan Center for Science and Math High School

### History Department Curriculum

Advanced Placement United States History 2

<http://mcsportal.net>

Marking Period 3

**Topic and Essential Question:** Unit 8 + 9: 1945 - Present - *American History: A Survey, Chapters 36-42*

#### Unit/Topics:

**Content:** The atomic age; the affluent society and suburbs; discrimination, the Other America, and the African American Civil Rights movement; Vietnam and U.S. imperial policies in Latin America and Africa; the Beats and the student, counterculture, antiwar, women's, chicano, American Indian, and gay and lesbian movements; summer riots and the occupation of Alcatraz; LBJ's Great Society and the rise of the New Right; Ronald Reagan and the rise of poverty; and the Cold War and U.S. role in the world. Summary of Reagan's domestic and foreign policies; Bush Sr. and the end of the Cold War; Clinton as a New Democrat; technology and economic bubbles and recessions, race relations, and the role of women; changing demographics and the return of poverty; rise of the prison industrial complex and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: change or continuity?

**Primary Source Analysis:** The Marshall Plan, The Organization Man, Massive Retaliation, Brown v. Board of Education of Topeka, The Other America, Letter from Birmingham Jail, Black Power, Vietnamizing the War, The War Powers Act, The Port Huron Statement, The Sharon Statement, chart illustrating the statistics of the draft during the Vietnam War and the casualty rate of same, and political cartoons (pro and con) of the "Reagan Revolution."

Origins of the Cold War class debate: 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.

Listen America, The Evil empire, The Cold War is Over, The Axis of Evil, The New Segregation, Beyond Gender, Bowling Alone, Couch Potato Democracy, Setting Right a Dangerous World, and political cartoons (pro and con) on the Patriot Act.

**Author's Thesis Paper and ATP 2:** "The Internment of the Japanese" by Rehnquist.

"The Man Who Broken The Evil Empire" by Peter Schweitzer, and "E Pluribus Unum" by Arthur Schlesinger

**You Be the Judge and YBTJ 2:** Truman from The Truman Doctrine vs. Reagan from Tear Down This Wall speech, and Friedan from The Feminine Mystique vs. Schlafly from A Choice Not An Echo.

The Patriot Act vs. Amendment IV of the Constitution, and Obamacare Verdict vs. Dissent to the Obama ruling.

**History in the Making Assignments:** Chapter 44 (McCarthyism) and Chapter 45 (Desegregation and the Civil Rights Movement). Students are asked to present their research on why the American Indian Movement emerged in the 1960s and not the 1930s.

*History in the Making*, Chapter 51 (The Modern Feminist Movement) and Chapter 53.

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.

**DBQ Deconstruction:** DBQ on the Cold War.

Teacher created DBQ on the U.S government response to the attacks on 9/11.

**Six Degrees of Separation:** From Containment to “Tear Down This Wall.” Using notes and primary sources, students construct a time line of the civil rights movement from Reconstruction to the 1970s and annotate key turning points in the movement.

From The Reagan Revolution to the Election of Barack Obama.

**Unit 8 Celebration of Knowledge:** Fifteen multiple choice questions, four short answer questions, and one teacher created DBQ on the rise of the new feminism.

### SWBAT/Objectives

#### Students Will Be Able to:

Cite specific textual evidence .... ; Determine the meaning of words ... ; Integrate and evaluate multiple sources .... ; Write arguments focused on *discipline-specific content*. ; Introduce precise, knowledgeable claim(s), .... ; Develop claim(s) .... ; Use words, phrases, and clauses as well as varied syntax ... ; Establish and maintain a formal style and .... ; Provide a concluding statement or .... ; Produce clear and coherent writing .... ; Conduct short as well as more sustained research projects .... ; Initiate and participate effectively in a range of collaborative discussions... ; Come to discussions prepared... ; Work with peers to promote civil, democratic discussions... ; Propel conversations by posing and responding to questions... ; Respond thoughtfully to diverse perspectives... ; Present information, findings, and supporting

### Vocabulary/Key Terms:

The atomic age; the affluent society and suburbs; discrimination, the Other America, and the African American Civil Rights movement; Vietnam and U.S. imperial policies in Latin America and Africa; the Beats and the student, counterculture, antiwar, women's, chicano, American Indian, and gay and lesbian movements; summer riots and the occupation of Alcatraz; LBJ's Great Society and the rise of the New Right; Ronald Reagan and the rise of poverty; and the Cold War and U.S. role in the world. Summary of Reagan's domestic and foreign policies; Bush Sr. and the end of the Cold War; Clinton as a New Democrat; technology and economic bubbles and recessions, race relations, and the role of women; changing demographics and the return of poverty; rise of the prison industrial complex and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: change or continuity? The Marshall Plan, The Organization Man, Massive Retaliation, Brown v. Board of Education of Topeka, The Other America, Letter from Birmingham Jail, Black Power, Vietnamizing the War, The War Powers Act, The Port Huron Statement, The Sharon Statement, chart illustrating the statistics of the draft during the Vietnam War and the casualty rate of same, and political cartoons (pro and con) of the “Reagan Revolution.” Origins of the Cold War, Russian Revolution. Listen America, The Evil empire, The Cold War is Over, The Axis of Evil, The New Segregation, Beyond Gender, Bowling Alone, Couch Potato Democracy, Setting Right a Dangerous World, Patriot Act.

### Assessments:

**Author's Thesis Paper and ATP 2:** “The Internment of the Japanese” by Rehnquist.

“The Man Who Broken The Evil Empire” by Peter Schweitzer, and “E Pluribus Unum” by Arthur Schlesinger

**DBQ Deconstruction:** DBQ on the Cold War.

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Teacher created DBQ on the U.S government response to the attacks on 9/11.

**Unit 8 Celebration of Knowledge:** Fifteen multiple choice questions, four short answer questions, and one teacher created DBQ on the rise of the new feminism.

**Common Core Standards:**

**Reading :**

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence .... ; CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

**Writing:**

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*. ; CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), .... ; CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) .... ; CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ... ; CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and .... ; CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or .... ; CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing .... ;

CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects ....

**Speaking and Listening:**

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions... ; CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared... ; CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions... ; CCSS.ELA-Literacy.SL.11-12.1c

Propel conversations by posing and responding to questions... ; CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives... ;

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting

**Differentiated Instruction:  
ELLs:**

Use visuals/graphic organizer that reinforce spoken or written words, Employ gestures for added emphasis, Read Aloud  
Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax, Partner Work, Stress high-frequency vocabulary words, Use fewer idioms and clarify the meaning of words or phrases in context, Dictionaries available, Thesaurus available, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**SWDs:**

Mnemonic strategies, Spatial Organizers, Classroom Learning Strategies (e.g., study skills instruction, note-taking strategies)  
Computer-Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Graphic organizers, Small group work (Heterogeneous groupings), Video and audio assistance (readings)

**High-Achievers:**

Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments, Flexibility with creative assignments, Small Group work/ Discussion, Socratic Seminar

**Resources/Books:  
Textbook:**

*American History: A Survey*, Alan Brinkley, 11<sup>th</sup> ed., McGraw Hill College, 2010.

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**Primary Sources:**

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*Opposing Viewpoints, Vol. 1 & 2*, William Dudley and Thomson Gale, 2007.

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**Secondary Sources:**

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