
AP United States History

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

AP United States History

Prerequisite:

- Completion of Euro/American History

AP United States History is a thought-provoking course intended to be comparable to a freshmen college course and can earn students college credit. The course work is American History from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to dedicate extensive time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. In addition, the course will highlight a series of key themes that have been determined by the College Board as essential to the comprehensive study of United States history.

The class meets five times per week for 42 minutes each day, and relies primarily on the developmental lesson, daily homework, quizzes, and multiple choice and essay exams. Students will receive training to answer multiple choice, short-answer, free-response, and document based essay questions for the AP Exam in May.

**Dunmore School District
Curriculum Guide**

Year-at-a-glance

Subject: AP United States History	Grade Level: 11	Date Completed: 4/16/2018
--	------------------------	----------------------------------

1st Quarter

Topic	Resources	Standards
Period 1: 1491-1607	<p>Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016. [CR1a]</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>Christopher Columbus’s “Letter to Luis de Santangel” (1909-1914)</p> <p>a letter describing Native Americans; and a map of American Indian pre-1492 demographics</p> <p>A letter describing Native Americans; and a map of American Indian pre-1492 demographics.</p> <p>-Excerpt from 1491</p> <p>-Kyle Ward’s History in the Making, Chapter 1 “Native American Relations with the New Colonists” and Chapter 5 “Captain John Smith and Pocahontas.”</p>	<p>PEO-1, ENV-1, ENV-2, PEO-4 PEO-5, WXT-1, WXT-4, WOR-1, POL-1, CUL-1, ID-4</p>

**Dunmore School District
Curriculum Guide**

<p>Period 2: 1607-1754</p>	<p>Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016. [</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>Colonial Chart</p> <p>Colonia Comparisons</p> <p>Colonial Religions Chart</p> <p>Mercantilism Documents</p> <p>Puritans: Selfish or Selfish The Puritans and Sex” by Edmund Morgan [<i>The New England Quarterly</i> 15, no. 4 (Dec 1942): 591-607]</p> <p>1676- Bacons Rebellion – Bacon’s Declaration</p> <p>1681- Pedro Naranjo describes Pueblo Revolt</p> <p>1692- Words of the Bewitched</p> <p>Poor Richards Almanac</p> <p>Runaway Slave Advertisements History in the Making, Chapter 8 “Witchcraft in the Colonies.”</p>	<p>WXT-2, PEO-1, WOR-1, ENV-4, WXT-4, ID-4, POL-1, CUL-1, ENV-2, ID-5, PEO-5, CUL-4, WXT-1, ENV-1, WOR-2, ID-1</p>
-----------------------------------	---	--

**Dunmore School District
Curriculum Guide**

<p>Period 3: 1754-1800</p>	<p>Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>Speeches at Fort Pitt by Tecumseh</p> <p>Declaration of Rights and Grievances (1774)</p> <p>letters from a PA Farmer</p> <p>Thomas Paine’s “Common Sense” pamphlet (1776)</p> <p>the Declaration of Independence (1776)</p> <p>Thomas Paine’s “The American Crisis” (1776)</p> <p>A Proclamation of Shaysite Grievances(1786)</p> <p>The United States Constitution The Federalist #45 (1788)</p> <p>The Federalist #10</p> <p>Mercy Otis Warren opposes the Constitution</p> <p>History in the Making, Chapter 12 “Lexington and Concord” and Chapter 14 “Women in the Revolutionary War.”</p> <p>Report on the subject of Manufacturing – Hamilton</p> <p>Jefferson’s first inaugural address (1801)</p>	<p>POL-1, POL-5, POL-2, ENV-4, ENV-3, CUL-1, CUL-2, CUL-4, ID-1, ID-4, ID-5, ID-6, WXT-1, WXT-6, WXT-2, WXT-4, WOR-1, WOR-5, PEO-5</p>
-----------------------------------	---	--

**Dunmore School District
Curriculum Guide**

	Washington's farewell address (1796) KY and VA Resolutions Alien and Sedition Acts	
--	--	--

**Dunmore School District
Curriculum Guide**

<p>Period 4 : 1800-1848</p>	<p>Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>Bailey, Thomas A. and David M. Kennedy. <i>The American Spirit: United States History as Seen by Contemporaries</i>, Volume 1. 6th ed. Lexington, MA: D. C. Heath & Co., 1987.</p> <p>Abigail Adams’ “Letter to Mercy Otis Warren” (1776)</p> <p>The Pennsylvania Gazette’s article, “The Indian Prophet and His Doctrine” (1812)</p> <p>The Monroe Doctrine (1823)</p> <p>The Nullification Proclamation (1832)</p> <p>Worcester v. Georgia (1832)</p> <p>Ralph Waldo Emerson’s Self Reliance (1841)</p>	<p>POL -1, POL-5, POL-6, POL -2, POL-3, ID-5, ID-1, ID-2, ID-6, CUL-2, CUL-5, WOR-2, WOR-5, WOR-6, WXT-2, WXT-5, WXT-7, PEO-3, PEO-4, PEO-2, PEO-6, ENV-3</p>
------------------------------------	--	---

**Dunmore School District
Curriculum Guide**

2nd Quarter

Topic	Resources	Standards
<p>Period 4 : 1800-1848 (Continued Chapter 15-17)</p>	<p>Declaration of Rights and Sentiments (1848)</p> <p>The “spot” resolutions (1846)</p> <p>Polk’s war message (1846)</p> <p>map of the spread of the Second Great Awakening</p> <p>Contrasting illustrations of the Trail of Tears.</p> <p>Robert Y. Hayne of South Carolina’s speech from the Senate (1828) vs. Daniel Webster’s reply to Robert Y. Hayne (1828)</p> <p>History in the Making, Chapter 18 “The Trail of Tears” and Chapter 21 “The Start of the Mexican-American War.”</p>	<p>POL -1, POL-5, POL-6, POL -2, POL-3, ID-5, ID-1, ID-2, ID-6, CUL-2, CUL-5, WOR-2, WOR-5, WOR-6, WXT-2, WXT-5, WXT-7, PEO-3, PEO-4, PEO-2, PEO-6, ENV-3</p>

**Dunmore School District
Curriculum Guide**

<p>Period 5 – 1844-1877</p>	<p>Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>Bailey, Thomas A. and David M. Kennedy. <i>The American Spirit: United States History as Seen by Contemporaries</i>, Volume 1. 6th ed. Lexington, MA: D. C. Heath & Co., 1987.</p> <p>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.”</p> <p>Fredrick Douglass-Hypocrisy of Slavery</p> <p>The California Gold Rush</p> <p>Fugitive Slave Law 1793 Fugitive Slave Law 1850</p> <p>Compromise of 1850</p> <p>John C. Calhoun’s Speech to Senate :1850 The Clay Compromise Measures</p> <p>Daniel Webster: The Seventh of March Speech</p> <p>Mexican Session</p> <p>Life as a Pioneer- Journal of William Buxton</p> <p>Kansas Nebraska Act</p>	<p>ID-2, ID-6, ID-5, WXT-2, WXT-6, WOR-5, WOR-6, ENV-3, ENV-4, PEO-2, PEO-5, PEO-6, POL-3, POL-5, POL-6, CUL-2, CUL-6</p>
------------------------------------	--	---

**Dunmore School District
Curriculum Guide**

	<p>Walt Whitman – Leaves of Grass</p> <p>John Brown at Harper’s Ferry – Correspondence between Mrs. Mason and Mrs. Child</p> <p>Lincoln Douglas Debate- Seventh Debate Alton. Il 1858</p> <p>George Fitzhugh’s Cannibals All 1857</p> <p>Dredscott v Sandford</p> <p>Lincoln’s Letter to Horace Greeley</p> <p>Emancipation of Proclamation</p> <p>The New York City Draft Riots 1863</p> <p>Mississippi Black Codes 1865</p> <p>Gettysburg Address</p> <p>Elias Hill Testifies About the KKK before Congressional Committee</p> <p>The Christian Recorder Organizations</p> <p>The Freedmen’s Bureau Success or Failure</p>	
--	--	--

**Dunmore School District
Curriculum Guide**

<p>Period 6 – 1865-1900</p>	<p>Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>History in the Making Assignments: History in the Making, Chapter 29 “Eugene V. Debs and the Pullman Strike” and Chapter 30 “Immigration.”</p> <p>Reconstruction Collapses Chinese Exclusion Act The Crime Of Poverty – Henry George (1885) The Textile Worker explains the Labor Market (1885) Henry Grady’s Speech – The New South (1886) Andrew Carnegie explains the Gospel of Wealth (1889) Jane Addams on Settlement Housing Fredrick Jackson Turner’s The Significance of the Frontier America(1893) Booker T. Washington on Racial Accommodation (1895) Booker T. Washington Atlanta Compromise Speech (1895) William Jennys Bryan’s Speech – The Cross of Gold (1896) Plessy v. Ferguson (1896) Albert Beveridge’s – The march of the Flag (1898) Spanish American War A Sociologist Studies Working class saloons in Chicago (1900) G.W. Plunkitt on Politics (1905) W.E.B. DuBois on Racial Equality (1903) William Jennings Bryan – The Paralyzing Influence of Imperialism</p>	<p>WXT -3, WXT-6, WXT-5, WXT-7, WOR-3, CUL-3, CUL-5, CUL-6, PEO-6, PEO-3, PEO-5, PEO-2, ENV-5, POL-3, POL-4</p>
------------------------------------	--	---

**Dunmore School District
Curriculum Guide**

3rd Quarter

Topic	Resources	Standards
Period 7: 1890-1945	<p>Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>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.”</p> <p>1906- Upton Sinclair’s <i>The Jungle</i></p> <p>1908- Muller v. Oregon</p> <p>1911- Fredrick Taylor’s <i>The Principles of Scientific Management</i></p> <p>1917- North American Review considers War a blessing not a curse</p> <p>1917- The Zimmerman Telegram</p> <p>1918- A doughboys letter from the front to Elmer J. Sutters</p> <p>1918- Eugene V. Debs attacks Capitalists Warmongers (Speech in Canton, OH June, 1918)</p> <p>1921- Sacco and Vazetti Case</p> <p>1923- Marcus Gravey- <i>The Negros Greatest Enemy</i></p> <p>1926- The KKK defends Americanism – Haram W. Evans</p>	<p>WOR -3, WOR-4, WOR-6, WOR-7, ID-7, ID-3, ID-6, ID-8, WXT-3, WXT-8, WXT-5, WXT-6, WXT-7, WXT-8, POL-3, POL-2, POL-4, POL-6, POL-5, ENV-5, CUL-5, CUL-3, CUL-6, CUL-6, PEO-2, PEO-2, PEO,6, PEO-7, PEO-3</p>

**Dunmore School District
Curriculum Guide**

	<p>1930s – Letters to Mrs. Roosevelt 1930s- Attitudes towards New Deal Lesson 1930s – Fear itself – Depression Life 1933- FDR’s first inaugural address 1934 – Martha Gellhorn Reports Conditions in North Carolina 1936 – Herbert Hoover, Anti New Deal Campaign Speech 1937- Roosevelt’s Court Packing Plan 1940s – Rosie the Riveter Reading 1941- President Roosevelt Request Declaration of War on Japan 1941- FDR Four Freedoms Speech 1941 – Japanese American War hero Recalls Life during WWII 1942- Verian Fry, The Massacre of the Jews 1945 – Hiroshima atomic bomb – Truman’s public explanation 1920 – Attorney General A. Mitchell Palmer defends American Against Communists DVD – Saving Private Ryan (First 30 minutes) WWI Maps WWII Maps Socialism vs. Communism worksheet Socialism and the Marxist view of history handout Progressive scavenger hunt worksheet Muckrakers Chart Lynching in American Handout New Deal Chart Foreign Policy- Imperialism Graphic organizer</p>	
--	---	--

**Dunmore School District
Curriculum Guide**

<p>Period 8 : 1945-1980</p>	<p>Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>History in the Making Assignments: History in the Making, Chapter 44 “McCarthyism” and Chapter 45 “Desegregation and the Civil Rights Movement.”</p> <p>Video Segment – The man who changed the world</p> <p>1948- Marshal Plan – Handout</p> <p>1948- Marshall Plan Speech</p> <p>1950 – Sen. Joseph McCarthy Hunts Communists</p> <p>1954- Brown V. Board of Education</p> <p>1956- The organization of Man – William Whyte’s</p>	<p>WOR-4, WOR-7, WOR-8, WOR-3, ENV-5, ID-3, ID-8, ID-6, ID-7, POL-7, POL-3, POL-4, POL-7, POL-2,CUL-5, CUL-6, CUL-7, WXT-3, WXT-5, PEO-3, PEO-7, PEO-5</p>
------------------------------------	---	--

**Dunmore School District
Curriculum Guide**

	<p>1960 – Sitdowns – The souths New Time Bomb</p> <p>1962- Michael Harrington – The Other America</p> <p>1962- Port Huron Statement- draft</p> <p>1963- MLK- Letters from a Birmingham Jail</p> <p>1968- Oral History of Army Ranger in Vietnam</p> <p>1969- Vietnamization of the War</p> <p>1973- The Wars Power Act</p> <p>1973- Full Transcripts on March 21, 1973 of Watergate Scandal</p> <p>Vietnam Vet Story – Handout</p> <p>Slang of the 1950s – Handout</p> <p>My Vietnam War Story – Handout</p> <p>Confessions of a Vietnam Draft Dodger – Handout</p>	
--	---	--

**Dunmore School District
Curriculum Guide**

4th Quarter

Topic	Resources	Standards
Period 8: 1945-1980 Continued	Chapter 41 Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i> . 16th ed. Boston: Cengage Learning, 2016.	

**Dunmore School District
Curriculum Guide**

<p>Period 9- 1980-Present</p>	<p>Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007</p> <p>History in the Making Assignments: History in the Making, Chapter 51 “The Modern Feminist Movement” and Chapter 53 “The Reagan Revolution.”</p> <p>1980- Jerry Falwell – Listen, America Evil Empire – 1987 – Tear down this Wall Speeches 1983- Reagan Defends American Morality 1996 – Couch Potato Democracy 2000 – Bowling Alone- The collapse and revival of the American Community 2002 – Axis of Evil Speech 2008 – Capitalist Fools, Joseph Siglitz 2014 – The New Segregation – Washington Monthly 2015- Letter to Obama from a captured 9/11 Terrorist</p>	<p>POL-3, POL-8, POL-7, WXT-8, WXT-3, WXT-7, WOR-7, WOR-8, ENV-5, CUL-7, ID-6, ID-7, PEO-2, PEO-3, PEO-7</p>
<p>Review</p>	<p>Sample Writing Prompts</p>	
<p>Decade Project</p>	<p>Rubric</p>	

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Period 1: 1491-1607</p>	<p>Learning Objectives: Geography and environment of the Americas; Native American diversity in the Americas before the arrival of Europeans; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy.</p> <p>Vocabulary: Subjugation Autonomy Diversification</p>	<p>Approved textbook Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016. [CR1a] Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>Christopher Columbus’s “Letter to Luis de Santangel” (1909-1914)</p> <p>a letter describing Native Americans; and a map of American Indian pre-1492 demographics</p> <p>A letter describing Native Americans; and a map of American Indian pre-1492 demographics.</p> <p>-Excerpt from 1491</p> <p>-Kyle Ward’s History in the</p>	<p>Chapter 1-3 Quizzes Chapter Outlines Period 2 Content Primary Source Analysis DBQ1 Unit 1 Exam</p>	<p>13 Days</p>

**Dunmore School District
Curriculum Guide**

		<p>Making, Chapter 1 “Native American Relations with the New Colonists” and Chapter 5 “Captain John Smith and Pocahontas.”</p>		
<p>AP Standards: Key Concept 1.1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.</p> <p>PEO-1: Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization) ENV-1: Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period ENV-2: Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the pre-contact period through the independence period</p> <p>Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic</p> <p>PEO-4: Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century ENV-1: Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies WXT-4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period PEO-4: Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and</p>				

**Dunmore School District
Curriculum Guide**

blending, and political and social conflicts through the 19th century

ENV-1: Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

WXT-4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

ENV-1: Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction

WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

CUL-1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts

ID-4: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

CUL-1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts

ENV-2: Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the pre-contact period through the independence period

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Period 2: 1607-1754</p>	<p>Learning Objectives: 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.</p> <p>Vocabulary: Folkways Perpetuity Overt Covert Homogeneous Flourish Commodities Diverge Accommodation Philosophical Stereotype Gradations Imperial Coherent Scant Ideology Diverged Autonomy Kinship Migration Diversity Hierarchy</p>	<p>Approved textbook Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016. [</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>Colonial Chart</p> <p>Colonia Comparisons</p> <p>Colonial Religions Chart</p> <p>Mercantilism Documents</p> <p>Puritans: Selfish or Selfish The Puritans and Sex” by Edmund Morgan [<i>The New England Quarterly</i> 15, no. 4 (Dec 1942): 591-607]</p> <p>1676- Bacons Rebellion – Bacon’s Declaration</p> <p>1681- Pedro Naranjo describes</p>	<p>Chapters 2-4 Quizzes Chapter Outlines Period 2 Content Primary Source Analysis Period 2 Exam</p>	<p>15 Days</p>

**Dunmore School District
Curriculum Guide**

		Pueblo Revolt 1692- Words of the Bewitched Poor Richards Almanac Runaway Slave Advertisements History in the Making, Chapter 8 "Witchcraft in the Colonies."		
--	--	---	--	--

AP Standards:

Key Concept 2.1: Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War

PEO-1: Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

WXT-4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century

ID-4: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

CUL-1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War

WXT-4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end

**Dunmore School District
Curriculum Guide**

of the 18th century

ENV-2: Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the pre-contact period through the independence period

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century

CUL-4: Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic

Key Concept 2.2: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

PEO-1: Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

ENV-1: Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

ID-4: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era

WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

PEO-4: Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

CUL-1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts

**Dunmore School District
Curriculum Guide**

Key Concept 2.3: The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

WXT-4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

WOR-2: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century

CUL-4: Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

WOR-2: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century

ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods

CUL-4: Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Period 3: 1754-1800</p>	<p>Learning Objectives: 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.</p> <p>Vocabulary: Culminating Encroachment Perceive Artisan Resilient Domestic Initiative Partisan Fervor Evangelical Popular Centralized Interstate Ratify Reverberate Abolition Institutions Resonated Embodying Hereditary Privilege</p>	<p>Approved textbook Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>Speeches at Fort Pitt by Tecumseh</p> <p>Declaration of Rights and Grievances (1774)</p> <p>letters from a PA Farmer</p> <p>Thomas Paine’s “Common Sense” pamphlet (1776)</p> <p>the Declaration of Independence (1776)</p> <p>Thomas Paine’s “The American Crisis” (1776)</p> <p>A Proclamation of Shaysite Grievances(1786)</p> <p>The United States Constitution</p>	<p>Chapters 5-10 Quizzes Primary Source Analysis Chapter Outlines Content/Vocab DBQ2 Period 3 Exam</p>	<p>12 Days</p>

**Dunmore School District
Curriculum Guide**

		<p>The Federalist #45 (1788)</p> <p>The Federalist #10</p> <p>Mercy Otis Warren opposes the Constitution</p> <p>Report on the subject of Manufacturing – Hamilton</p> <p>Jefferson’s first inaugural address (1801)</p> <p>Washington’s farewell address (1796)</p> <p>KY and VA Resolutions</p> <p>Alien and Sedition Acts</p> <p>History in the Making, Chapter 12 “Lexington and Concord” and Chapter 14 “Women in the Revolutionary War.”</p>		
--	--	---	--	--

AP Standards:

Key Concept 3.1: Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

ID-4: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through

**Dunmore School District
Curriculum Guide**

Reconstruction

CUL-1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts

ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods

WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century

CUL-4: Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic

WOR-5: Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century

Key Concept 3.2: In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

WOR-2: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century

CUL-4: Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

WOR-5: Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in

**Dunmore School District
Curriculum Guide**

the Western Hemisphere in the years between independence and the Civil War

ID-4: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era

WOR-2: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century

Key Concept 3.3: Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

WOR-5: Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

PEO-4: Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans

WOR-5: Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War

**Dunmore School District
Curriculum Guide**

WXT-4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century

ENV-3: Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Period 4: 1800-1848</p>	<p>Learning Objectives: 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 the Mexican War.</p> <p>Vocabulary: Profound Innovation Livelihood Trump Diplomatic Assert Arable Broad-Scale Temperance Antebellum Coalesce Tariffs Primacy Isolationism Concurrent Telegraph Secular Xenophobia Emancipation Coalesced</p>	<p>Approved textbook Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>Bailey, Thomas A. and David M. Kennedy. <i>The American Spirit: United States History as Seen by Contemporaries</i>, Volume 1. 6th ed. Lexington, MA: D. C. Heath & Co., 1987.</p> <p>Abigail Adams’ “Letter to Mercy Otis Warren” (1776)</p> <p>The Pennsylvania Gazette’s article, “The Indian Prophet and His Doctrine” (1812)</p> <p>The Monroe Doctrine (1823)</p> <p>The Nullification Proclamation (1832)</p>	<p>Chapter 11-13 Quizzes Chapter Outlines Primary Source Analysis Content/Vocab War of 1812 Timeline Supreme Court Analysis DBQ3 Unit 4 Exam</p>	<p>25 Days</p>

**Dunmore School District
Curriculum Guide**

	<p>Precipitate Semi-subsistence</p>	<p>Worcester v. Georgia (1832) Ralph Waldo Emerson’s Self Reliance (1841)</p> <p>Declaration of Rights and Sentiments (1848)</p> <p>The “spot” resolutions (1846)</p> <p>Polk’s war message (1846)</p> <p>map of the spread of the Second Great Awakening</p> <p>Contrasting illustrations of the Trail of Tears.</p> <p>Robert Y. Hayne of South Carolina’s speech from the Senate (1828) vs. Daniel Webster’s reply to Robert Y. Hayne (1828)</p> <p>History in the Making, Chapter 18 “The Trail of Tears” and Chapter 21 “The Start of the Mexican-American War.”</p>		
--	---	---	--	--

AP Standards:

Key Concept 4.1: The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the

**Dunmore School District
Curriculum Guide**

20th century

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

WOR-2: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century

ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods

ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century

CUL-5: Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries

Key Concept 4.2: Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America

**Dunmore School District
Curriculum Guide**

from the colonial period through the end of the Civil War

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War

WXT-7: Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly organized labor, Populist, and Progressive movements

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War

WXT-7: Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly organized labor, Populist, and Progressive movements

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and

**Dunmore School District
Curriculum Guide**

conflicts over ethnic assimilation and distinctiveness

Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

WOR-5: Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War

WOR-6: Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century

WOR-6: Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century

ENV-3: Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Period 5: 1844-1877</p>	<p>Learning Objectives: Tensions over slavery; reform movements; politics and the economy; cultural trends; transcendentalism and utopianism; the Civil War, rights of freedmen and women, the Reconstruction Era and Freedmen’s Bureau; and the KKK. Focus on white supremacy before and after the Civil War.</p> <p>Vocabulary: Infrastructure Amendment Embolden Ideological Nullification Segregation</p>	<p>Approved textbook Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>Bailey, Thomas A. and David M. Kennedy. <i>The American Spirit: United States History as Seen by Contemporaries</i>, Volume 1. 6th ed. Lexington, MA: D. C. Heath & Co., 1987.</p> <p>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.”</p> <p>Fredrick Douglass-Hypocrisy of Slavery</p> <p>The California Gold Rush</p>	<p>Chapter 14 – 21 Quizzes Primary Sources Analysis Content/Vocab Mexican War Debate Jackson DBQ Annotated Political Spectrum Annotated Civil War Timeline Period 5 Exam</p>	<p>17 Days</p>

**Dunmore School District
Curriculum Guide**

		<p>Fugitive Slave Law 1793 Fugitive Slave Law 1850</p> <p>Compromise of 1850</p> <p>John C. Calhoun’s Speech to Senate :1850 The Clay Compromise Measures</p> <p>Daniel Webster: The Seventh of March Speech</p> <p>Mexican Session</p> <p>Life as a Pioneer- Journal of William Buxton</p> <p>Kansas Nebraska Act</p> <p>Walt Whitman – Leaves of Grass</p> <p>John Brown at Harper’s Ferry – Correspondence between Mrs. Mason and Mrs. Child</p> <p>Lincoln Douglas Debate- Seventh Debate Alton. Il 1858</p> <p>George Fitzhugh’s Cannibals All 1857</p> <p>Dredscott v Sandford</p> <p>Lincoln’s Letter to Horace Greeley</p>		
--	--	--	--	--

**Dunmore School District
Curriculum Guide**

		<p>Emancipation of Proclamation</p> <p>The New York City Draft Riots 1863</p> <p>Mississippi Black Codes 1865</p> <p>Gettysburg Address</p> <p>Elias Hill Testifies About the KKK before Congressional Committee</p> <p>The Christian Recorder Organizations</p> <p>The Freedmen’s Bureau Success or Failure</p>		
--	--	--	--	--

AP Standards:

Key Concept 5.1: The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War

WOR-5: Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War

WOR-6: Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century

ENV-3: Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction

ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the

**Dunmore School District
Curriculum Guide**

national destiny of the U.S. in the 19th century

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War

WOR-5: Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War WOR-6: Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century

ENV-3: Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements

**Dunmore School District
Curriculum Guide**

in the late 18th century and the 19th century

CUL-6: Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century

ENV-3: Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Period 6: 1865-1900</p>	<p>Learning Objectives: 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.</p> <p>Vocabulary: Consolidation Subsidies Contend Tandem Engender Buttressed Inevitable Socioeconomic Industrialization Activism Americanize International Migration Philanthropic Agrarian Bison Mechanization</p>	<p>Approved textbook Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>History in the Making Assignments: History in the Making, Chapter 29 “Eugene V. Debs and the Pullman Strike” and Chapter 30 “Immigration.” Reconstruction Collapses</p> <p>Chinese Exclusion Act</p> <p>The Crime Of Poverty – Henry George (1885)</p> <p>The Textile Worker explains the Labor Market (1885)</p> <p>Henry Grady’s Speech – The New South (1886)</p> <p>Andrew Carnegie explains the Gospel of Wealth (1889)</p> <p>Jane Addams on Settlement Housing</p>	<p>Chapter 22-28 Reading Quizzes Primary Source Analysis Content/Vocab Supreme Court Analysis Immigration Graphic Organizer New South Presentation Labor Timeline Italian Graphic Organizer Period 6 LEQ Westward Expansion Debate Imperialism debate Progressive Period Contextualization</p>	<p>20 Days</p>

**Dunmore School District
Curriculum Guide**

		<p>Fredrick Jackson Turner’s The Significance of the Frontier America(1893)</p> <p>Booker T. Washington on Racial Accommodation (1895)</p> <p>Booker T. Washington Atlanta Compromise Speech (1895)</p> <p>William Jennys Bryan’s Speech – The Cross of Gold (1896)</p> <p>Plessy v. Ferguson (1896)</p> <p>Albert Beveridge’s – The march of the Flag (1898)</p> <p>Spanish American War</p> <p>A Sociologist Studies Working class saloons in Chicago (1900)</p> <p>G.W. Plunkitt on Politics (1905)</p> <p>W.E.B. DuBois on Racial Equality (1903)</p> <p>William Jennings Bryan – The Paralyzing Influence of Imperialism</p>		
<p>AP Standards: Key Concept 6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.</p>				

**Dunmore School District
Curriculum Guide**

WXT-3: Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century

WOR-3: Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century

CUL-3: Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States

CUL-5: Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries

WXT-3: Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century

WOR-3: Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century

CUL-3: Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States

CUL-5: Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century

WXT-7: Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War

**Dunmore School District
Curriculum Guide**

and industrialization shaped U.S. society and workers' lives

WXT-7: Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century

Key Concept 6.2: The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

PEO-4: Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans

**Dunmore School District
Curriculum Guide**

ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

Key Concept 6.3: The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century

CUL-3: Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States

CUL-5: Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries

CUL-6: Analyze the role of culture and the arts in 19th and 20th-century movements for social and political change

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Period 7: 1890-1945</p>	<p>Learning Objectives: The formation of the Industrial Workers of the World (IWW) and the American Federation of Labor (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 World War II, demographic shifts, the role of women and nonwhites, and battles for economic rights.</p> <p>Vocabulary: Multifaceted Repressive Strife Advocate Protracted Unilateral Quotas Radicals Union Cinema Mass Media Radio</p>	<p>Approved textbook Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>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.”</p> <p>1906- Upton Sinclair’s <i>The Jungle</i></p> <p>1908- Muller v. Oregon</p> <p>1911- Fredrick Taylor’s <i>The Principles of Scientific Management</i></p> <p>1917- North American Review considers War a blessing not a</p>	<p>Chapter 29-38 Quizzes Primary Source Analysis Content/Vocab Progressive Dust Covers Expedition Americanize WWI Annotated Timeline New Deal Political Spectrum Period 7 LEQ WWII LEQ WWII Annotated Timeline WWII Debate</p>	<p>24 Days</p>

**Dunmore School District
Curriculum Guide**

		<p>curse</p> <p>1917- The Zimmerman Telegram</p> <p>1918- A doughboys letter from the front to Elmer J. Sutters</p> <p>1918- Eugene V. Debs attacks Capitalists Warmongers (Speech in Canton, OH June, 1918)</p> <p>1921- Sacco and Vazetti Case</p> <p>1923- Marcus Gravey- The Negros Greatest Enemy</p> <p>1926- The KKK defends Americanism – Haram W. Evans</p> <p>1930s – Letters to Mrs. Roosevelt</p> <p>1930s- Attitudes towards New Deal Lesson</p> <p>1930s – Fear itself – Depression Life</p> <p>1933- FDR’s first inaugural address</p> <p>1934 – Martha Gellhorn Reports Conditions in North</p>		
--	--	---	--	--

**Dunmore School District
Curriculum Guide**

		<p>Carolina</p> <p>1936 – Herbert Hoover, Anti New Deal Campaign Speech</p> <p>1937- Roosevelt’s Court Packing Plan</p> <p>1940s – Rosie the Riveter Reading</p> <p>1941- President Roosevelt Request Declaration of War on Japan</p> <p>1941- FDR Four Freedoms Speech</p> <p>1941 – Japanese American War hero Recalls Life during WWII</p> <p>1942- Verian Fry, The Massacre of the Jews</p> <p>1945 – Hiroshima atomic bomb – Truman’s public explanation</p> <p>1920 – Attorney General A. Mitchell Palmer defends American Against Communists</p> <p>DVD – Saving Private Ryan (First 30 minutes)</p>		
--	--	---	--	--

**Dunmore School District
Curriculum Guide**

		WWI Maps WWII Maps Socialism vs. Communism worksheet Socialism and the Marxist view of history handout Progressive scavenger hunt worksheet Muckrakers Chart Lynching in American Handout Foreign Policy- Imperialism Graphic organizer WWI Map Activity New Deal Chart		
--	--	--	--	--

AP Standards:

Key Concept 7.1: Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

WOR-3: Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century

ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century

WXT-3: Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age

**Dunmore School District
Curriculum Guide**

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century

WXT-7: Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements

WXT-8: Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century

CUL-5: Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries

WXT-8: Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century

POL-4: Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in U.S. political, social, and economic life

ID-3: Analyze how U.S. involvement in international crises such as the Spanish American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century

CUL-5: Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries

Key Concept 7.2: A revolution in communications and transportation technology helped to create a new mass culture and spread "modern" values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

ID-8: Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements

**Dunmore School District
Curriculum Guide**

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives

CUL-3: Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States

CUL-6: Analyze the role of culture and the arts in 19th and 20th-century movements for social and political change

CUL-7: Explain how and why "modern" cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

WOR-4: Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century

PEO-7: Explain how and why debates over immigration to the United States have changed since the turn of the 20th century

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

ID-8: Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries

WOR-4: Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes

Key Concept 7.3: Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

WOR-6: Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century

WOR-7: Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs

ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad

**Dunmore School District
Curriculum Guide**

contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

WOR-4: Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes

WOR-7: Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs

ID-3: Analyze how U.S. involvement in international crises such as the Spanish American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century

POL-6: Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

WOR-4: Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes

WOR-7: Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs

ID-3: Analyze how U.S. involvement in international crises such as the Spanish American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Period 8: 1945-1989</p>	<p>Learning Objectives: The atomic age; the affluent society and suburbs; discrimination, Michael Harrington’s <i>The Other America</i> (1962), and the African-American Civil Rights movement; Vietnam and U.S. imperial policies in Latin America and Africa; the beat generation and the student movement; the counterculture movement, the antiwar movement, the women’s movement, the Chicano movement, the American Indian movement, and the gay and lesbian movements; summer riots and the occupation of Alcatraz; LBJ’s “The Great Society” speech (1964) 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.</p> <p>Vocabulary: Efficacy Redress Resurgent Zenith Burgeoning Multilateral Desegregation Conservative Feminists Affluence</p>	<p>Approved textbook Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007.</p> <p>History in the Making Assignments: History in the Making, Chapter 44 “McCarthyism” and Chapter 45 “Desegregation and the Civil Rights Movement.”</p> <p>Video Segment – The man who changed the world</p> <p>1948- Marshal Plan – Handout</p> <p>1948- Marshall Plan Speech</p> <p>1950 – Sen. Joseph McCarthy Hunts Communists</p> <p>1954- Brown V. Board of</p>	<p>Chapters 36-39 Quizzes Primary Source Analysis Supreme Court Analysis Content/Vocab Presentation- American Indian Movement emerged in the 1960s and not the 1930s. Cold War Dinner Party DBQ16 Anti-Communist Hall of Fame DBQ 18 Hipster Speed Dating Civil Rights Annotated Timeline DBQ18 Period 8 Short Answer Period 8 Long Essay Period 8 Exam</p>	<p>19 Days</p>

**Dunmore School District
Curriculum Guide**

	<p>Gay and Lesbian activities Mass culture Mutual Coexistence Containment Liberalism International Aid</p>	<p>Education</p> <p>1956- The organization of Man – William Whyte’s</p> <p>1960 – Sitdowns – The souths New Time Bomb</p> <p>1962- Michael Harrington – The Other America</p> <p>1962- Port Huron Statement- draft</p> <p>1963- MLK- Letters from a Birmingham Jail</p> <p>1968- Oral History of Army Ranger in Vietnam</p> <p>1969- Vietnamization of the War</p> <p>1973- The Wars Power Act</p> <p>1973- Full Transcripts on March 21, 1973 of Watergate Scandal</p> <p>Vietnam Vet Story – Handout</p> <p>Slang of the 1950s – Handout</p> <p>My Vietnam War Story – Handout</p>		
--	---	---	--	--

**Dunmore School District
Curriculum Guide**

		Confessions of a Vietnam Draft Dodger – Handout		
<p>AP Standards:</p> <p>Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.</p> <p>WOR-4: Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes</p> <p>WOR-7: Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs</p> <p>WOR-8: Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century</p> <p>ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century</p> <p>WOR-3: Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century</p> <p>WOR-7: Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs</p> <p>WOR-8: Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century</p> <p>ID-3: Analyze how U.S. involvement in international crises such as the Spanish American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century</p> <p>POL-7: Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century</p> <p>WOR-4: Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes</p> <p>CUL-5: Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries</p> <p>Key Concept 8.2: Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.</p> <p>ID-8: Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements</p>				

**Dunmore School District
Curriculum Guide**

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

POL-4: Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in U.S. political, social, and economic life

POL-7: Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

ID-8: Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

POL-7: Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century

Key Concept 8.3: Postwar economic, demographic, and technological changes had a farreaching impact on American society, politics, and the environment.

WXT-3: Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives

CUL-5: Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries

CUL-6: Analyze the role of culture and the arts in 19th and 20th-century movements for social and political change

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries

PEO-7: Explain how and why debates over immigration to the United States have changed since the turn of the 20th century

ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

**Dunmore School District
Curriculum Guide**

CUL-6: Analyze the role of culture and the arts in 19th and 20th-century movements for social and political change

CUL-7: Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Period 9: 1980-present</p>	<p>Learning Objectives: Summary of Ronald Reagan’s domestic and foreign policies; George 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?</p> <p>Vocabulary: Dissemination Internet Inertia Fossil Fuels Bellicose Rhetoric Stagnated Evangelical</p>	<p>Approved textbook Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007</p> <p>History in the Making Assignments: History in the Making, Chapter 51 “The Modern Feminist Movement” and Chapter 53 “The Reagan Revolution.”</p> <p>1980- Jerry Falwell – Listen, America Evil Empire – 1987 – Tear down this Wall Speeches 1983- Reagan Defends American Morality 1996 – Couch Potato Democracy 2000 – Bowling Alone- The collapse and revival of the American Community</p>	<p>Chapters 40-42 Quizzes Content/Vocab Primary Source Analysis Supreme Court Analysis 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. New Right Annotated Timeline 9/11 Timeline AP Review Book Assignments Period 9 Exam</p>	<p>10 Days</p>

**Dunmore School District
Curriculum Guide**

		2002 – Axis of Evil Speech 2008 – Capitalist Fools, Joseph Siglitz 2014 – The New Segregation – Washington Monthly 2015- Letter to Obama from a captured 9/11 Terrorist		
<p>AP Standards:</p> <p>Key Concept 9.1: A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.</p> <p>POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society WXT-8: Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century POL-4: Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government’s role in U.S. political, social, and economic life</p> <p>Key Concept 9.2: The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.</p> <p>WOR-7: Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs WOR-8: Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century POL-7: Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century WOR-7: Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs WOR-8: Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century</p> <p>Key Concept 9.3: Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and</p>				

**Dunmore School District
Curriculum Guide**

demographic changes.

WXT-3: Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age

WXT-7: Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements

WOR-3: Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century

ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century

CUL-7: Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries

PEO-7: Explain how and why debates over immigration to the United States have changed since the turn of the 20th century

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
AP Review and Test	<p>Learning Objectives: Students will have time to work on timed writing assignments as well as review all material from Units 1- 9</p> <p>Vocabulary: Students will review all vocabulary from Units 1-9</p>	<p>Approved textbook</p> <p>Kennedy, David M. Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 16th ed. Boston: Cengage Learning, 2016.</p> <p>Ward, Kyle. <i>History in the Making: An Absorbing Look at How American History Has Changes in the Telling over the Last 200 Years</i>. New York: New Press, 2007</p>	<p>Timed DBQ Timed LQE Timed Short Answer</p>	<p>11 days</p>

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Decades Project and presentations	Learning Objectives: Students will pick a decade of their choosing and work in groups to prepare a Presentation that answers all categories of the Rubric	Laptops	Teacher Rubric	13 Days

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
AP Final Exam	Learning Objectives: Students will complete a timed AP Short Answer Questions	APUSH Short Answer	APUSH Short Answer APUSH Short Answer Rubric	1 Day