

Unit Seven: Contemporary America (Since 1960)

AP U.S. History / ECE History 1502

9 Class Meetings

(plus 5 class meetings for AP review)

Revised June 2019

Essential Questions

- How and why has America's role as a superpower evolved?

Enduring Understandings with Unit Goals

EU 1: Liberalism reached its apex in the mid-1960s and generated a variety of political and cultural responses.

- Analyze examples of American liberalism at home and abroad
- Explain how African-American civil rights activism in the 20th century affected the growth of other identity-based political and social movements

EU 2: A new conservatism grew to prominence in U.S. culture and politics during the 1980s, defending traditional social values and rejecting liberal views about the role of government.

- Analyze how and why the conservative movement sought to change the federal government's role in U.S. political, social, and economic life
- Compare the domestic and foreign policies of the Reagan, Bush, and Clinton administrations

EU 3: The nation continues to experience challenges in the 21st century stemming from social, economic, and demographic changes.

- Analyze the effects terrorism and war in the Middle East have had on American society
- Evaluate the impact of globalization on the United States

Standards

Common Core State Standards/College and Career Readiness Anchor Standards:

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-Literacy.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-Literacy.RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

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- **CCSS.ELA-Literacy.RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- **CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **CCSS.ELA-Literacy.WHST.11-12.1** Write arguments focused on *discipline-specific content*.
- **CCSS.ELA-Literacy.WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-Literacy.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.WHST.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **CCSS.ELA-Literacy.WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **CCSS.ELA-Literacy.WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-Literacy.WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-Literacy.WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

College Career and Civic Life – C3 Framework for Social Studies State Standards:

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- **D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.
- **D2.His.17.9-12.** Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
- **D2.His.2.9-12.** Analyze change and continuity in historical eras.

MSMHS Academic, Civic, and Social Competencies

Competency 1: Read and write effectively for a variety of purposes

Competency 2: Speak effectively with a variety of audiences in an accountable manner

Competency 5: Contribute to a positive learning environment with respect and responsibility

Unit Content Overview

College Board Key Concept Alignment: 8.1, 8.2, 8.3, 9.1, 9.2, 9.3

- JFK and the New Frontier
- Johnson and the Great Society
- Vietnam War
- Revolutions of the 1960s
- Stalemated Seventies: Nixon, Ford, and Carter
- Reagan and the Conservative Revolution
- Bush Administration
- Clinton Administration
- 9/11
- Bush and the War on Terror
- Obama Administration
- 21st Century Debates: Immigration, Inequality, and Globalization
- Current Event Connections
- Exam Prep (based on AP College Board Course Objectives)

Daily Learning Objectives with *TWPS Activities*

Students will be able to...

- Explain how liberalism emerged in American society during the presidencies of JFK and LBJ
 - *What led to changes in political philosophy during the 1960s?*

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- Connect African-American civil rights activism in the 20th century to other identity-based political and social movements of the period
 - *Which social movements gained the most strength during the 20th century?*
- Explain the causes and results of American involvement in the Vietnam War
 - *How did the American youth react to the Vietnam War?*
- Dissect the major economic, social, political, and environmental events of the 1970s
 - *What changes and continuities were present within the 1970s?*
- Compare and assess Ronald Reagan's impact domestically and internationally
 - *Defend a claim regarding Reagan's domestic and foreign policy with reasoning and evidence from texts.*
- Create a compilation of the domestic and foreign achievements and failures of George Bush Senior, Bill Clinton, George W. Bush, and Barack Obama
 - *What criteria would you use to evaluate the success of a presidency?*
- Analyze the effects terrorism and war in the Middle East have had on American society
 - *Is there a fair balance between individual liberties and national security in the U.S.?*
- Evaluate the impact of globalization on the United States
 - *How has globalization made the U.S. both stronger and vulnerable?*
- Analyze political, social, and economic events in a thematic review of American history for the AP exam
 - *What larger themes of U.S. history can you deduce from our studies this year?*

Instructional Strategies/Differentiated Instruction

- **HLP:** Academically Productive Talk
- **HLP:** Writing to Learn (TWPS)
- **HLP:** Effective Feedback
- Textbook, Primary Source, and Historical Scholarship Readings
- Vocabulary Lists (IDs)
- HAPPY Document Analysis
- Living DBQ: The Stalemated Seventies
- Lecture
- Reading and Lecture Quizzes
- Vietnam War Image and Song Analysis
- Roundtable Discussions
- Map Work: America in the World
- Essay writing
- One Pager Writing Activity
- Flexible grouping
- Examination of exemplary student work

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- Teacher modeling
- Guided practice
- Student self-assessment
- Graphic organizers/outline
- Student restating information
- Rephrasing information for students
- Video Clips
- Thematic review using College Board AP course objectives
- Review Unit Quizzes
- Gilder Lehrman Center AP Study Videos and primary source documents
- Significant Individuals of History Tournament

Interdisciplinary Connections:

- English: Scholarly Reading and Research, Source Evaluation

Assessments

FORMATIVE ASSESSMENTS:

- ID List: *America Past and Present* Chapters 30-32
- Daily Think-Write-Pair-Share (TWPS)
- Oral Questioning
- Warm Ups
- Exit Slips
- Homework
- Cause-Effect-Solution Exercise
- Short Answer Practice
- Multiple Choice Practice
- AP Review Questions
- Significant Individuals of History Tournament
- Higher Order Thinking (HOT) Question Exit Tickets
- Vietnam War Image and Song Analysis
- Living DBQ: The Stalemated Seventies
- Contemporary America Roundtable
 - MSMHS Rubric 2: Accountable Talk

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- Self-Assessment

SUMMATIVE ASSESSMENTS:

- Quiz: Chapters 30 and 31 (EU 1 and 2)
- Contemporary America Roundtable
- Unit Review Quizzes (AP Exam Prep)
- Unit Test (IDs, Essay)

Unit Task

Unit Task Name: Contemporary America Roundtable

Description: Students will apply their learning of Unit 7 to prepare a speech from the perspective of one key individual, arguing that their historical figure had the greatest impact on shaping contemporary America (EU 1, EU 2). Students will present their speeches in class and participate in a whole class roundtable discussion. Afterwards, students will complete a reflection upon the presentations and discussions.

Evaluation: MSMHS Rubric 2: Accountable Talk

Unit Resources

- Textbook (*AMERICA: Past and Present AP Edition*)
- Armstrong, Stephen. *5 Steps to a 5 AP US History, 2018*. McGraw-Hill, 2018.
- Supplementary Reading Excerpts:
 1. *Constructing the American Past: A Source Book of a People's History, Volume 2*
 2. *Major Problems in American History, Volume 2 – Since 1865*
 3. *Taking Sides: Clashing Views in United States History, Volume 2 – Reconstruction to the Present*
 4. *Documenting United States History*
- Primary Source Documents
- MSMHS School-wide Rubrics
- Documentary Video Clips
- Laptops
- Internet