

AP US History 2014-2015
Reading/Discussion Pacing Guide
Sebastian River High School – Mr. Van Brimmer

UNIT 5: 1844-1877, Division, War and Reconstruction

Due Date:	Homework reading assignments: page #s	Cornell Notes/Guiding Questions of Curriculum Framework
11/17/14	Pgs. 332-345 Key Concept 5.1	<u>No group discussion today:</u> I will be lecturing today to open the new unit. <u>DUE FROM YOU TODAY: Unit 5 vocab</u>
11/18/14	Pgs. 332-345; Document 5.1.1 Key Concept 5.1, Part I	Discussion: Groups 1 & 2 Assignment: Read Key Concept 5.1, Part I of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade. <u>Identify causes:</u> What is Manifest Destiny? Why did it emerge at this time? <u>Explain consequences:</u> What impact did Manifest Destiny have on American foreign policy? <u>Explain consequences:</u> What impact did MD have on Native Americans? <u>Understand Point of View:</u> Why did Polk go to war with Mexico? <u>Read Doc 5.1.I and answer the questions at the end.</u>
11/19	Same as above	
11/20	Pgs. 250-253, 312-313, 343-344, 446-450; Document 5.1.II Key Concept 5.1, Part II	Discussion: Groups 3 & 4 Assignment: Read Key Concept 5.1, Part II of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade. <u>Compare and contrast:</u> Compare the ways in which the Homestead Act, Gold Rush and Mormon migration changed the West socially, politically and economically. <u>Explain consequences:</u> In what way did the Civil War maintain the relationship with Indians and how did it change it? <u>Compare and contrast:</u> Compare the information for the previous question with the impact of Grant's Peace policy <u>Explain consequences:</u> What were the consequences of the Battle of Little Big Horn and Sand Creek? <u>Read Doc 5.1.II and answer questions at the end.</u>
11/21	Same as above	Other activities: in-class document analysis, practice SAQs, MC or essay writing.

11/22		<p>Key Concept Wrap-Up: Come with any questions, additional thoughts or clarifications you have or need.</p> <p>Other Activity: Addressing an essay prompt, breaking it down and making your plan.</p>
12/1/14	<p>Document 5.2.1; Pgs. 320-327, 355, 379</p> <p>Key Concept 5.2, Part I</p>	<p><u>Key Concept introduction; Other skills work</u></p>
12/2/14	<p>Document 5.2.1; Pgs. 320-327, 355, 379; Document 5.2a</p> <p>Key Concept 5.2, Part I</p>	<p>Discussion: Groups 2 & 4</p> <p>Assignment: Read Key Concept 5.2, Part I of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.</p> <p>Compare and contrast: Compare the labor sources of the North and South and explain its impact on population growth and diversity.</p> <p>Tracing change over time: How did abolitionists proposals of the 1840s and 1850s differ from earlier movements like the ACS?</p> <p>Tracing change over time: How did black social thought change over time?</p> <p>Evaluation: How successful were attempts at helping slaves escape?</p> <p><u>Read Doc 5.2a and answer accompanying questions</u></p>
12/3/14	None	
12/4/14	<p>Pgs. 345-358; Document 5.2b</p> <p>Key Concept 5.2, Part II</p>	<p>Discussion: Groups 1 & 3</p> <p>Assignment: Read Key Concept 5.2, Part I of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.</p> <p>Events in context: Explain how the Compromise of 1850 attempted to solve the sectional issue.</p> <p>Compare and contrast: Compare the Kansas-Nebraska Act and the Missouri Compromise. In what way does the KNA nullify the Missouri Compromise? What role did the Compromise of 1850 play in allowing that to happen?</p> <p>Understanding Point of View: What was Dred Scott's argument in his court case? Why didn't the Supreme Court agree? Why did Southerners celebrate <i>Dred Scott v. Sandford</i>?</p>

12/5	Same as above	
12/8	Pgs. 365-373, 379-395 Key Concept 5.3, Part I	Key Concept Introduction; Other skills work
12/9	Pgs. 365-373, 379-395 Key Concept 5.3, Part I	<p>Discussion: Groups 1 & 4 Assignment: Read Key Concept 5.3, Part I of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.</p> <p>Compare and contrast: Compare mobilization strategies by the North and South. How successful were they?</p> <p>Events in context: What impact did the <u>Emancipation Proclamation</u> have on Southern slave actions? In what way did it affect the Northern mentality when looking at the war?</p> <p>Causation: Why are Gettysburg and Vicksburg considered turning point battles?</p> <p>Compare and contrast: How did Grant and Sherman’s approach to waging war differ from earlier Union approach? Was it a good strategy?</p> <p>Evaluation: Was “total war” necessary to winning for the union?</p>
12/10	Same as above	<u>UNIT POSITION PAPER DUE!!</u>
12/11	Pgs. 463-490; Document 5.3.II Key Concept 5.3, Part II	<p>Discussion: Groups 2 & 3 Assignment: Read Key Concept 5.3, Part II of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.</p> <p>Events in context: How successful was the 13th Amendment at abolishing the condition of slavery? What arguments can be made that it failed?</p> <p>Explain consequences: What political gains for blacks did Radical Reconstruction achieve? Why were they short-lived?</p> <p>Understanding point of view: Why did Northern resolve for Radical Reconstruction wain? Was it more for social, political or economic reasons?</p> <p>Explain consequences: How did hate groups like the KKK and Reds come about? On what did they base their beliefs of white superiority?</p>

12/12	Same as above	SAQ or Essay Writing
12/15	Pgs. 463-490 Key Concept 5.3, Part III	<p>Discussion: Group 1 & 2 Assignment: Read Key Concept 5.3, Part III of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.</p> <p>Explain consequences: What were the short-term results of the 14th and 15th Amendments? What tactics did Southerners use to strip rights away?</p> <p>Explain consequences: How did <i>Plessy v. Ferguson</i> maintain the dominance of white superiority in the South?</p> <p>Events in context: In what ways did the 15th Amendment embolden and divide the women's rights movement?</p> <p>Trace change over time: In what way would the 14th Amendment become the basis for all civil rights decisions in the 20th century that extended protection of rights to blacks and other minorities? Refer to <u>AMSCO pgs. 587 (The Civil Rights Movement) through 590.</u></p>
12/16	Same as above	Discussion: Group 3 & 4 Discussion centers on same topic as above.
12/17	AMSCO Chapters 12-15	Unit 5 test covering Key Concepts 5.1, 5.2, 5.3: Multiple Choice and SAQ
12/18	AMSCO Chapters 12-15	Unit 5 Essay: Long Essay Question format.
12/19		Relax, decompress and enjoy last day before Christmas break.