

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

UNIT 6: 1865-1898
Industrializing America
13% of AP Exam
Brinkley Chapters 16-19, 21. AMSCO Chapters 16-19

Due Date:	Homework reading assignments: page #s	Cornell Notes/Guiding Questions of Curriculum Framework
11/21/15- 11/23/15	See Below for Cornell Notes due 1/26 Key Concept 6.1	<p><u>No group discussion today:</u> I will be lecturing today to open the new unit. You should be reading and taking Cornell Notes on the assigned pages for 6.1 Part I and II below which will be due on 1/26. Do not wait until the last minute to complete this section, as it is a large section with 11 questions to complete, plus the Source Document.</p> <p><u>DUE FROM YOU TODAY: Unit 6 vocab</u></p>
11/26/15	<p>Pgs. 458-468, 470-479, 496-499, 420-422; Source Document 17-3</p> <p>Key Concept 6.1, Part I-II</p>	<p><u>Discussion:</u> <i>All groups will be discussing parts of the questions below. You will not know when your group is going. We will be discussing on at least Monday and Tuesday (2 groups per day), and possibly into Wednesday and Thursday.</i></p> <p>Assignment: Read Key Concept 6.1, Part I-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><u>Explain consequences:</u> In what ways did Republicans use federal power on the world stage, and in what ways did they continue policies from the pre-Civil War era?</p> <p><u>Identify causes:</u> What federal policies contributed to the rise of America's industrial economy, and what were the results?</p> <p><u>Identify causes:</u> Why did corporations arise in the late nineteenth century, and how did leading industrialists consolidate their power?</p> <p><u>Explain consequences:</u> What opportunities did the rise of corporations offer to different types of "middle workers" – those who were neither top executives nor blue-collar laborers?</p> <p><u>Trace change over time:</u> How did conditions change for industrial workers in the late nineteenth century, and why?</p> <p><u>Understand points of view:</u> What factors accounted for the different expectations and experiences of immigrants in this era?</p> <p><u>Explain consequences:</u> What were the long-term consequences of the Chinese Exclusion Act for U.S. immigration policy?</p> <p><u>Compare and contrast:</u> How did the methods used by railroad workers to protest their working conditions compare with the tactics employed by the others who sought labor reform?</p> <p><u>Identify causes:</u> What factors contributed to the rapid rise of the Knights of Labor? To its decline?</p> <p><u>Place events in context:</u> Why did farmers and industrial workers cooperate, and what political objectives did they achieve?</p>

		Trace change over time: How did the key institutions and goals of the labor movement change? What gains and losses resulted from this shift?
11/27-30	Same as above	Continued discussion/Introduction to APUSH DBQ
2/2	<p>Pgs. 436-441, 522-532, 583-584, Chart on 586; Source Document 18-7</p> <p>Key Concept 6.1, Part III</p>	<p>Discussion: Groups TBA Assignment: Read Key Concept 6.1, 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. Compare and contrast: Compare the development of mining, ranching and farming the West. How did their environmental consequences differ? Identify causes: What factors led to the creation of the first national parks? Identify causes: What changes in American society precipitated the rise of national parks and monuments? Identify causes: What factors led to close party competition in the 1880s? Understanding points of view: How did the political goals of Populists differ in this period from those of Democrats and Republicans (need to know the goals of each to properly answer this question. College Board LOVES Populist movement, bimetallism and Cross of Gold)</p>
2/3	Same as above	Other activities: in-class document analysis, practice SAQs, MC or essay writing.
2/4	<p>Pgs. 484-496, 563-566, 430-435, 443-450; Source Document 16-7</p> <p>Key Concept 6.2</p>	<p>Discussion: Groups TBA Assignment: Read Key Concept 6.2 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. Identify causes: What factors led to warfare between whites and native peoples on the plains? Identify causes: What factors led Chinese to come to America? What impact did that have on the economy and society in the West? Understanding points of view: How did post-Civil War reformers believe they were improving U.S. Indian policies, and in what ways did that prove to be true? Untrue? Explain consequences: How did Grant's peace policy fail to consider the needs of Native Americans in the West, and what were its results? Trace change over time: In what ways did the outlook of native peoples change in the era after armed resistance had ended? Compare and contrast: How were America's industrial cities different from the typical city before 1860s? Place events in context: What opportunities did urban neighborhoods provide to immigrants and African Americans, and what problems did these newcomers face?</p>

		Understanding points of view: In what way were political machines able to view themselves as good, moral champions of the most needy in urban society? Is that argument valid?
2/5	Same as above	Bring AMSCO book to class this day for M/C practice.
2/6		Quiz: Covering KC 6.1 and 6.2. Multiple choice and Short Answer .
2/9	Pgs. 566-572, 576-577, 423-425, 435, 486-487, Source Document 19-8 Key Concept 6.3, Part I	Discussion: Groups TBA Assignment: Read Key Concept 6.3, 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. Explain consequences: Given that everyone agreed machines were corrupt, why did urban voters support them? Place events in context: How did reformers try to address the limits of machine government? To what extent did they succeed? Identify causes: What prompted the rise of nativism during this time period, especially against the chinese? Explain consequences: How did urban reform movements impact state and national politics?
2/10	Same as above	
2/11	Pgs. 460-472, 422-425 Key Concept 6.3, Part II	Discussion: Groups TBA Assignment: Read Key Concept 6.3, 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. Explain consequences: How did expanding research and development activities and "scientific management" reshape American industrial production? What role did the Ford Motor Company play in these early-twentieth-century developments?. Explain consequences: How did the rapidly expanding railroads of this era contribute to the expansion of the American economy? Compare and contrast: Compare and contrast the vertical and horizontal integration strategies of business combination? Understanding points of view: What was the theory of Social Darwinism and how did it seem to justify the acquisition of great wealth? Understanding points of view: What were the main "alternative visions" to capitalism at the time and what did they offer to society?
2/12	Same as above	Unit Wrap-Up

2/13 and 2/16		NO SCHOOL
2/17	UNIT 6 TEST	UNIT TEST: Multiple Choice and LEQ