

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

UNIT 8: 1945-1980
The Cold War and Age of Liberalism
18% of AP Exam
Brinkley Chapters 28-33. AMSCO Chapters 26-29

Due Date:	Homework reading assignments: page #s	Cornell Notes/Guiding Questions of Curriculum Framework
4/6	See Below for Cornell Notes due 4/7 Key Concept 8.1	<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 8.1 Part I-III below which will be due on 4/7. <u>DUE FROM YOU TODAY: Unit 8 Vocab, Part I</u>
4/7	AMSCO pgs. 561-572. Brinkley 766-767, 771-774. Read Document Cold War President Bios to answer question 4. Key Concept 8.1,	<u>Discussion:</u> <i>You know the drill by now. I will be checking EVERYONE’S Cornell Notes.</i> <u>Assignment:</u> Read Key Concept 8.1 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. <u>Place events in context:</u> Why did the US enact the Truman Doctrine and Marshall Plan and how did the MP illustrate America’s new role in the world? <u>Explain consequences:</u> In what ways did the Korean War effect a change in the United States’ approach to containment? <u>Identify causes:</u> What factors led to the postwar Red Scare? What were its ramifications on civil liberties in the United States? <u>Compare and contrast</u> the approaches to containment of Truman, Eisenhower and JFK. <u>Explain consequences:</u> What social impacts did McCarthyism and the threat of nuclear holocaust have on the United States?
4/8	Same as above	Writing Review/Practice
4/9	AMSCO 557-558, 580-582, 600-604. Document: 50s Social and Economics Key Concept 8.3, Part I	<u>Discussion:</u> <u>Assignment:</u> Read Key Concept 8-3, 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. <u>Identify causes:</u> What primary factors led to the growth of the American economy after World War II? Why didn’t the U.S. face an economic dip such as the one experienced after WWI? <u>Identify causes:</u> How did the values of the 1950s, along with government programs such as the GI Bill and Interstate Highway System, encourage suburban growth?

		<p><u>Explain consequences:</u> In what ways did suburban growth lead to increased segregation in American society, both along racial and socio-economic lines?</p> <p><u>Place events in context:</u> Why was there an increase in births between 1946 and 1963? What were some of the effects of this baby boom?</p> <p><u>Identify causes:</u> Why did Kennedy face so many issues in such a short time period when it came to the Cold War, including conflicts in Cuba as well as Berlin?</p>
4/10	Same as above	Writing Review/Practice
4/13	<p>AMSCO 587-590, 606-609.</p> <p>Brinkley 799-802, 819-825.</p> <p>DOCUMENTS: <i>Brown v. Board of Education</i> and “I Have a Dream” speech</p> <p>Key Concept 8.2</p>	<p>Discussion</p> <p>Assignment: Read Key Concept 8.2, 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.</p> <p><u>Understanding points of view:</u> How did the Cold War work in favor of civil rights?</p> <p><u>Trace change over time:</u> Explain how <i>Brown v. Board of Education</i> opened the door for the eventual reversal of <i>Plessy v. Ferguson</i>.</p> <p><u>Understanding points of view:</u> Explain the reasoning behind peaceful protest methods, such as sit-in, in the context of getting support nationwide for civil rights.</p> <p><u>Place events in context:</u> In what ways did white resistance hinder the civil rights movement? In what ways did it help?</p>
4/14	Same as above	Writing Review/Practice
4/15	<p>AMSCO 587-590, 606-609.</p> <p>Brinkley 799-802, 819-825.</p> <p>DOCUMENTS: <i>Brown v. Board of Education</i> and “I Have a Dream” speech</p> <p>Key Concept 8.2</p>	<p>Discussion</p> <p>Assignment: Read Key Concept 8.2, 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.</p> <p><u>Trace change over time:</u> The civil rights movement is sometimes called the second reconstruction period. In what specific areas did the civil rights movement succeed where post-Civil War Reconstruction failed?</p> <p><u>Compare and contrast</u> the approaches to the civil rights fight of MLK and Black Power leaders like Malcolm X and Stokely Carmichael. What was the reasoning used for both sides?</p> <p><u>Trace continuity over time:</u> How do these leaders connect to earlier leaders such as Booker T. Washington, W.E.B. Du Bois and Marcus Garvey?</p> <p><u>Place events in context:</u> Why were Black Power and black nationalism compelling to many African Americans?</p>

4/16	Same as above	Writing Review/Practice
4/17	Same as above	TIME PERIOD 8 QUIZ: Multiple Choice and SAQ
4/20	<p>AMSCO 604-612.</p> <p>Brinkley 844-855</p> <p>DOCUMENT: Great Society Speech</p> <p>Key Concept 8.2</p>	<p><u>DUE TODAY: Unit 8 Vocab Part II</u></p> <p>Discussion: Assignment: Read Key Concept 8.2 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.</p> <p><u>Place events in context:</u> What new roles did the government assume under Great Society initiatives? In what ways was the Great Society an extension of the New Deal?</p> <p><u>Understanding points of view:</u> In what larger context did Johnson view the Vietnam conflict? Why was he determined to support South Vietnam?</p> <p><u>Contrast</u> the political views of the SDS, YAF and counterculture. How would you account for the differences?</p> <p><u>Trace change over time:</u> How did the Feminist Movement of the late 1960s differ from earlier versions of women’s rights movements, including Antebellum Era, WWI and WW2/1950s?</p>
4/21	Same as above	Writing Review/Practice
4/22	Early Release Day	Writing Review/Practice
4/23	<p>AMSCO 478-486, 461, 467</p> <p>Brinkley 634-642</p> <p>Key Concept 7.2, Part I and II</p>	<p>Discussion: Assignment: Read Key Concept 8.3 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.</p> <p><u>Contrast</u> Nixon’s Vietnam strategy from Johnson’s. What role did the year 1968, both in Vietnam and at home in the United States, play in the differences? What steps did Nixon take to end the Vietnam War, and in a larger context, attempt to end the Cold War?</p> <p><u>Identify causes:</u> What major factors led to the birth of the environmental movement in the 1970s? What role did Rachel Carson play?</p> <p><u>Understanding points of view:</u> How did the government’s handling of Vietnam, coupled with the Watergate Scandal, impact United States society and the views of US citizens on their government? Why?</p> <p><u>Compare and contrast</u> the influence of the sexual revolution and evangelical Christianity on American society in the late 1960s and the 1970s.</p>
4/24	Test Day	Unit test: Multiple choice and essay