

# MORENO VALLEY HIGH SCHOOL AP U.S. HISTORY CURRICULUM

Course Title: Advanced Placement United States History Course Number: 2721

Department: Social Studies ADS Number: 2721

Prerequisites: None. Recommend: Introduction to Seminar and English 9

Length of Course: Year long Credit/PRI Area: .5 credit per semester Grade Level(s): 10-12

**Important Notes:** Students in this course must take the AP Exams in May to receive grading on the 5-point grade scale. This course may not be offered every year. To offer the course, at least ten students must sign up for the class. This may be taken as an academic elective course.

## COURSE DESCRIPTION

The purpose of the AP U.S. History course is to develop greater understanding of the evolution of the culture of the United States through a close and analytical study of eras, events, individuals, and forces of change. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The knowledge base covered includes pre-colonial America through the present day using a thematic methodology. Skills emphasized include: critical reading, note taking, testing skills, analytical writing, and seminar. This is a college-level course that demands strong student responsibility in studying, and homework.

## SYLLABUS

### 1. Units of Study:

- *America Before 1763:* Geography; Amerindians; Explorers; Settlements: French, Spanish, English, Russian; Colonial Society and government; New immigrants.
- *The Era of the American Revolution:* Causes, the Revolution, Creating a new government: Articles of Confederation through the ratification of the Constitution.
- *The New Nation (1789-1828):* A working government: Washington, Adams; Expansionism: Jefferson through Monroe; Market economy; War of 1812; Sectionalism.
- *Age of Jackson (1828-1850):* Political changes, The Bank War, Continued expansion and Manifest Destiny; ideological changes: religion, utopias, transcendentalists, reform crusades; Mexican War.
- *Civil War (1850-1877):* Causes of war: Political, economic, social, radicals, secession; The War; Reconstruction: Plans, Effects.
- *Growth of Industrial America, Populists and Progressives (1877-1916):* The New South; the Taming of the West; Industrialization, Corporate Consolidation, and the Labor Movement; Urban Society; the Gilded Age, Imperialism, the Progressive Era.
- *World War I, the Interwar Period, and World War II (1916-1945):* World War I and Isolationism; Economic and Social Revolutions of the 1920s; Depression, The New Deal, World War II.
- *To the Present:* Cold War, Civil Rights Movement, Revolutions of the 60s, the New Frontier and the Great Society, Failure of leadership: Vietnam and Watergate, The new technological society, Social and political change through 2000
- *Present Day Problems:* Oil dependency, Military involvements, Globalization, Social Division, Economic Conditions, etc.
- Current Events.

### 2. Skills:

- Critical Thinking Journals: opinion writing, clarifying thought, and questions on content
- Critical Reading: reading for understanding, fact versus opinion, the important questions, vocabulary

- Writing: Note taking methods, Essays: Document based essays, expository historical essays; research on current issues; and analysis of sources
- Working in groups: leadership, participation, and group dynamics.
- Test taking skills: preparation, various study methods, after the test evaluations, multiple choice strategies, writing essays with a time pressure.
- Oral participation: discussion, coaching, seminar, verbal analysis, research presentations
- Use of resources: textbooks, atlases, almanacs, newspapers, readings, verbal presentations, online research skills

### **STRATEGIES**

Didactic: Guided discussion, lecture, research, newspapers, and history articles

Intellectual Coaching: Timelines, diagrams, charts, maps, small group projects and problem solving, individual research, oral presentations notebooks/journals, writing conferences, writings.

Seminar: Critical reading, conflicting viewpoints in writings, coaching, seminar behaviors

### **ASSESSMENTS**

Writing: Essays: Expository historic essays, document based writing, research speech outlines, critical thinking journals.

Oral: Guided Discussion, group participation, research presentations, seminar

Tests: AP test format: 80 multiple choice and three essays.

Class work/Homework: completeness, correctness.

Other: Diagrams/charts, posters, use of: textbooks, atlases, almanacs, and online research, newsmagazines, newspapers.

### **SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

*A History of the United States* by Daniel J. Boorstin and Brooks Mather Kelley

*Out of Many: A History of the American People* by John Mak Faragher, et al.

*American History: A Survey* by Alan Brinkley

*For the Record: A Documentary History of America, Volumes 1 and 2* by David E. Shi and Holly A. Mayer

*Going to the Source: The Bedford Reader in American History* by Victoria Bissell Brown and Timothy J. Shannon

*America: A Narrative History* by George Brown Tindall and David E. Shi

*The American Experiment: A History of the United States* by Steven M. Gillon and Cathy D. Mason

*The People's History of the United States* by Howard Zinn

*Women and the American Experience* by Nancy Woloch

*The American Record: Images of the Nation's Past Volumes 1 and 2* by William Graebner and Leonard Richards

*Life, Liberty, and the Pursuit of Happiness: Documents in American History, Volumes 1 and 2* by P. Scott Corbett and Ronald C. Naugle

*After the Fact: The Art of Historical Detection* by James West Davidson and Mark Hamilton Lytle

*The American Spirit: Volumes 1 and 2* by David M. Kennedy and Thomas A. Bailey

*United States History: Preparing for the Advanced Placement Examination* by John J. Newman and John M. Schmalbach

*United States History Preparation Guide* by Paul Soifer and Abraham Hoffman

*Cracking the AP U.S. History Exam* by Tom Meltzer and Jean Hofheimer Bennett

*Barron's How to Prepare for the AP United States History Advanced Placement Examination* by William O. Kellogg

### **SUGGESTED TITLES/AUTHORS WEB SITES**

Various current event sites

[www.cspan.org](http://www.cspan.org)

[www.cnn.com](http://www.cnn.com)

COURSE TITLE: Advanced Placement US History

Teacher: Browning

Draft: January 2006

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www.npr.org  
www.cbsnews.com  
www.msnbc.com  
www.nytimes.com  
www.washingtonpost.com  
www.abcnews.go.com  
www.foxnews.com

Research sites  
www.wikipedia.com  
www.historymatters.gmu.edu  
www.gilderlehrman.org  
www.gwu.edu/~nsarchiv/

### **SEMINAR PIECES OR USE**

Seminar is used monthly or bi-weekly in this class. The seminars are based on a primary source documents. The last quarter's seminars will be based on current U.S.A. problems and solutions.

Compare: Lincoln's Farewell Address to J. Kennedy's Inaugural Address  
Gettysburg Address  
Cartoonist View of Reconstruction: 10 political cartoons by Thomas Nast  
*The Jungle*  
Letters from the "*Forgotten Man*"  
"The New Manifest Destiny"  
"Democracy" by E.B. White  
"Port Huron Statement" students for a Democratic Society  
Cuttings from "The Silent Spring" by Rachel Carsons  
Any chapter from Howard Zinn's *A People's History of the United States*  
"Lyrics from Blues Songs by Gerturde Rainey, Porter Grainger, Bessie Smith, and Thomas Dorsey"  
"The Politics of Civility" by Kenneth Cmiel  
"Culture Wars" by James Davison Hunter

**STRAND I: HISTORY**

**CONTENT STANDARD 1: STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.**

**BENCHMARK:** *United States: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<p>1. Analyze the impact and changes that Reconstruction had on the historical, political and social developments of the United States.</p> <p>2. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, to include:</p> <ul style="list-style-type: none"> <li>• innovations in technology, evolution of marketing techniques, changes to the standard of living, and the rise of consumer culture</li> <li>• rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie)</li> <li>• development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting)</li> <li>• growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted)</li> <li>• efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers)</li> <li>• rise and effect of reform movements (e.g., Populists, William Jennings! Bryan, Jane Addams, muckrakers)</li> <li>• conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902)</li> <li>• progressive reforms (e.g., the national income tax, direct election of senators, women's suffrage, prohibition).</li> </ul> <p>3. Analyze the United States' expanding role in the world during the late 19th and 20th centuries, to include:</p> <ul style="list-style-type: none"> <li>• causes for a change in foreign policy from isolationism to interventionism</li> <li>• causes and consequences of the Spanish American War</li> <li>• expanding influence in the Western Hemisphere (e.g., the Panama Canal, Roosevelt Corollary added to the Monroe Doctrine, the "Big Stick" policy, "Dollar Diplomacy")</li> </ul>	<p>1. Students will draw a diagram comparing Lincoln, Johnson, and the Radicals plans for Reconstruction. Students will then write a paper on the effects of each plan and compare it to the reality of Reconstruction history to 1877.</p> <p>2. Students will complete readings on the Gospel of Wealth, social Darwinism, and the American Dream. Students will seminar: "How was the gospel of wealth, social Darwinism, and the American Dream, a product of its time and is it still a product of our time?"</p> <p>3. Students will gather material from various sources on the ending of World War I and World War II. They will then create a diagram showing similarities and differences in: treaties, foreign involvement, domestic involvement, American foreign policy after the war. Students will then write a White Paper for the President of the USA advising him how to end the war in Iraq.</p>

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ul style="list-style-type: none"> <li>• events that led to the United States' involvement in World War I</li> <li>• United States rationale for entry into WWI and impact on military process, public opinion and policy</li> <li>• United States mobilization in WWI (e.g., its impact on politics, economics, and society)</li> <li>• United States impact on the outcome of World War I</li> <li>• United States role in settling the peace (e.g., Woodrow Wilson, Treaty of Versailles, League of Nations, Senator Henry Cabot Lodge, Sr.).</li> </ul> <p>4. Analyze the major political, economic, and social developments that occurred between World War I and World War II, to include:</p> <ul style="list-style-type: none"> <li>• social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, Red Scare)</li> <li>• causes of the Great Depression (e.g., over production, under consumption, credit structure)</li> <li>• rise of youth culture in the "Jazz Age"</li> <li>• development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature)</li> <li>• human and natural crises of the Great Depression, (e.g., unemployment, food lines, the Dust Bowl, western migration of Midwest farmers)</li> <li>• changes in policies, role of government, and issues that emerged from the New Deal (e.g., the Works programs, Social Security, challenges to the Supreme Court)</li> <li>• role of changing demographics on traditional communities and social structures.</li> </ul> <p>5. Analyze the role of the United States in World War II to include:</p> <ul style="list-style-type: none"> <li>• reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor</li> <li>• events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force)</li> <li>• major turning points in the war (e.g., the Battle of Midway, D-Day Invasion, dropping of atomic bombs on Japan).</li> </ul> <p>6. Analyze the development of voting and civil rights for all groups in the United States following Reconstruction, to include:</p> <ul style="list-style-type: none"> <li>• intent and impact of the 13th, 14th, and 15th Amendments to the Constitution</li> <li>• segregation as enforced by Jim Crow laws following Reconstruction</li> <li>• key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade)</li> <li>• roles and methods of civil rights advocates (e.g., Martin Luther King,</li> </ul>	<p>4. Students will research a specific topic from the 1920s and 1930s. Topics could range from prohibition, to jazz, to the dust bowl, to New Deal, depending on their interest. Students would then complete a museum quality poster that includes an annotated timeline, pictures, maps, diagrams/charts as appropriate, 5 to 7 paragraphs explaining the topic and its effect on the USA.</p> <p>5. Working in groups, student will research and will prepare Venn diagrams comparing the similarities and differences between World War I and World War II. They should compare: foreign policy, technology, the home front deaths, and the end of the war. Students would then write an essay comparing World War I and World War II in one of the areas.</p> <p>6. A. Students would seminar on the "Letters from Birmingham Jail". One possible seminar question may be: How does one determine when a law is "unjust" enough to warrant civil disobedience?</p>

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	<p>Jr., Malcolm X, Rosa Parks, Russell Means, Caésar Chávez)</p> <ul style="list-style-type: none"> <li>• the passage and effect of the voting rights legislation on minorities (e.g., 19th Amendment, role of Arizona Supreme Court decision on Native Americans and their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding their voting rights [New Mexico 1962], 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment)</li> <li>• impact and reaction to the efforts to pass the Equal Rights Amendment</li> <li>• rise of Black Power, Brown Power, American Indian Movement, United Farm Workers.</li> </ul> <p>7. Analyze the impact of the post-Cold War Era on United States Foreign Policy, to include:</p> <ul style="list-style-type: none"> <li>• role of the United States in supporting democracy in Eastern Europe following the collapse of the Berlin Wall</li> <li>• new allegiances in defining the new world order</li> <li>• role of technology in the information age.</li> </ul> <p>8. Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:</p> <ul style="list-style-type: none"> <li>• analyze perspectives that have shaped the structures of historical knowledge</li> <li>• describe ways historians study the past</li> <li>• explain connections made between the past and the present and their impact.</li> </ul>	<p>7. Students would produce an annotated timeline that covers a particular topic from the Cold War Era, such as: growth of transportation technology, change in military weapons, U.S. foreign policy, communication technology growth, space age, Cold War conflicts, etc. Completing the timelines, student would write three “Big Picture” statements about their topic based on their timelines.</p> <p>8. Students will research and present an 8 – 10 minute speech with appropriate audiovisuals on a current event conflict in U.S. history. The speech would need to include an analysis of what and who are involved in the conflict, the historical background of the conflict, and a prediction for the future.</p>

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*D. BENCHMARK: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.*

10-12	<ol style="list-style-type: none"> <li>1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues.</li> <li>2. Apply chronological and spatial thinking to understand the importance of events.</li> <li>3. Describe primary and secondary sources and their uses in research.</li> <li>4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas).</li> <li>5. Distinguish 'facts' from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about the subject.</li> <li>6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.</li> <li>7. Analyze the evolution of particular historical and contemporary perspectives.</li> <li>8. Explain how to use technological tools to research data, verify facts and information, and communicate findings.</li> </ol>	<p>1-8. Using the Vietnam War, students would gather primary documents that focused on one group of people involved in that war: military leadership, presidents, military who fought in the war, militants at home, North Vietnamese and/or South Vietnamese. Students would be required to show all sides of the controversy. Using the documents, students would create a power point that can be placed on a webpage. This webpage could then be used by other classes in the future.</p>
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**STRAND I: GEOGRAPHY**  
**CONTENT STANDARD 2: STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.**

A. BENCHMARK: *Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives, and apply them to explain the past, present, and future in terms of patterns, events, and issues.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> <li>1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems.</li> <li>2. Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlements patterns.</li> </ol>	<p>1. Students would compare demographic maps from 1800, 1900, 1950, and 2000 looking for changes in settlement patterns and population distributions. Students could then conduct a guided discussion on what are the obvious changes, what caused those changes, what were the effects of those changes, and prediction for the next 50 years.</p>

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B. BENCHMARK: *Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> <li>1. Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth, and environmental change.</li> <li>2. Analyze how the character and meaning of a place is related to its economic, social, and cultural characteristics, and why diverse groups in society view places and regions differently.</li> <li>3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism).</li> <li>4. Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).</li> </ol>	<p>1, 4. Students would select an area of the USA (South, Northwest, Mid-West), then using maps, pictures, and research would present a poster explaining the advantages and disadvantages of this area to the well being of the USA. This project could be further enhanced by having students do an oral presentation representing each of the ethnic groups represented in this area and why this area is important to their group.</p> <p>2,3. Students select a current environmental issue in the USA, explore the problem, the groups involved with the problem, and propose a solution with explanation of how the environment, people, and future would be influenced by their solution. This would be presented in a panel discussion with questions from the class.</p>

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C. BENCHMARK: *Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> <li>1. Analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon's army and the same effect in World War II).</li> <li>2. Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources.</li> <li>3. Analyze the role that spatial relationships have played in effecting historic events.</li> <li>4. Analyze the use of and effectiveness of technology in the study of geography.</li> </ol>	<p>1-4. Students would gather information using internet maps, primary documents, and textbooks to create a timeline on the Alaska Oil Pipeline. They would then be presented with information from the Exxon Oil Spill, present USA oil needs, and the ANWAR controversy. Students would then seminar on "Should ANWAR be open to oil exploration and drilling?"</p>

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BENCHMARK: *Analyze how physical processes shape the Earth's surface patterns and biosystems.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Analyze how the Earth's physical processes are dynamic and interactive. 2. Analyze the importance of ecosystems in understanding environments.	1-2. Students would gather information representing particular groups involved in the re-building of New Orleans economically and environmentally. In a debate format with the question: "How should New Orleans be rebuilt to be both economically and environmentally secure?", students would present their group viewpoints with audiovisuals, and would ask and answer questions defending their position.

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*E. BENCHMARK: Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Analyze the effects of geographic factors on major events in United States and world history. . 2. Analyze how cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States, and throughout the world (e.g., land grants, border issues, United States territories, Israel and the Middle East, the former Soviet Union, and Sub-Saharan Africa). 3. Analyze how cultures shape characteristics of a region. 4. Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources). 5. Evaluate the effects of technology on the developments, changes to, and interactions of cultures.	1. Students would gather information on the geography of the North and the South in the Civil War. They would then look at the railroads, shipping, and modes of transportation, and type of warfare. Students then would seminar on the question: "Based on geography, transportation, and mode of war, who should have won the Civil War?"  2-5. Using the Yucca Flats Nuclear Waste Disposal Site controversy, have students read several conflicting writings that represent industry, private citizen, state of Nevada, and the Federal government. Student should then create a poster showing: why Nevada was chosen, why Nevada doesn't want the site, why the US government wants this site, and the influence of nuclear power plants in the USA.

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*F. BENCHMARK: Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources in order to predict our global capacity to support human activity.*

<b>GRADE</b>	<b>PERFORMANCE STANDARDS</b>	<b>ILLUSTRATIONS</b>
10-12	<ol style="list-style-type: none"> <li>1. Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations.</li> <li>2. Analyze how environmental changes bring about and impact resources.</li> <li>3. Analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners, and the potential redistribution of resources based on changing patterns and alignments.</li> </ol>	<p>1-3. Students would gather information on the US and economic globalization. Students, working in a group, would then create a newspaper editorial page complete with political cartoons, editorials, op-ed, and letters to the editor that address: problems with economic globalization, advantages of globalization, globalization's influence on blue collar workers in USA, on industry, on international allies, and on natural sources.</p>