

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: American History / Civics II

GRADE/LEVEL: 11

Topic #1: U.S. Becomes a World Power	
Graduation Expectation Outcomes:	
<ul style="list-style-type: none">❖ 1.1 Acquiring and applying knowledge within and across the curriculum❖ 1.2 Analyzing and evaluating information❖ 1.3 Applying technology as a learning tool across all disciplines❖ 2.1 Working cooperatively and/or independently❖ 2.2 Applying problem solving strategies❖ 2.3 Utilizing resources and time effectively❖ 2.4 Accessing, compiling, interpreting, and presenting data and information❖ 4.1 Reading widely and critically❖ 4.2 Writing clearly, concisely, and persuasively❖ 4.3 Speaking, listening, and interpreting effectively❖ 4.4 Mastering technology as a means of communication	
Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:	Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:
C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals	C&G 1-1: Origins, forms, and purposes of government
C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.	C&G 1-2: Sources of authority and use of power, and how they are/can be changed
C&G 3: In a democratic society, all people have certain rights and responsibilities	C&G 2-1: United States government (local, state, national)
C&G 4: People engage in political processes in a variety of ways	C&G 2-2: The democratic values and principles underlying the U.S. government
	C&G 3-1: Citizens' rights and responsibilities
	C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

<p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation 	<p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth’s people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration
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- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)

VAD/M2 Cultural Contexts (Context/Integration)
VAD/M3 Communication
VAD/M4 Aesthetic Judgment (Perception)
T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1: Problem Solving
A2: Communication (oral and/or written)
A3: Research (information tools)
A4: Critical Thinking (learning and self-management)
A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ What was the progressive idea?
- ◆ Who were the progressives and what were their contributions?
- ◆ What were the social, political, and economic reforms during the Progressive Era and what were the impacts of each?
- ◆ How did women finally gain a voice in society?
- ◆ What was the effect of Theodore Roosevelt's presidency upon the American people?
- ◆ What was the effect of William Howard Taft's presidency upon the American people?
- ◆ How did America extend its influence on other nations?
- ◆ How did the United States become interested in foreign affairs?
- ◆ What events increased the tension between the United States and Spain?

- ◆ How did Spain try to avoid war with the United States?
- ◆ What were the terms of the Treaty of Paris?
- ◆ Why was Puerto Rico important to the United States?
- ◆ How is the Panama Canal an example of the United States' controversial role in Central American Affairs?
- ◆ What was the effect of the Roosevelt Corollary and Dollar Diplomacy?
- ◆ What were the causes of WWI?
- ◆ How did WWI change the nature of warfare?
- ◆ What were the impacts of Trench Warfare?
- ◆ What was Wilson's plan for peace?
- ◆ Why did Treaty of Versailles fail to lay the foundation for lasting peace?

Content Topics:

- ◆ Progressive Idea
- ◆ Muckrakers
- ◆ Social reforms
- ◆ Political reforms
- ◆ Economic reforms
- ◆ 16th, 17th, 18th and 19th amendments
- ◆ Presidencies of the Progressive Movement
- ◆ Expansionism
- ◆ Imperialism
- ◆ Annexation of Hawaii
- ◆ Causes of Spanish-American War
- ◆ Spanish-American War
- ◆ Effects of Spanish-American War
- ◆ U.S. and Latin America
- ◆ Panama Canal
- ◆ Causes of World War I

- ◆ Sinking of the Lusitania
- ◆ Zimmerman Telegram
- ◆ U.S. struggle to remain neutral
- ◆ U.S. enters the war
- ◆ America at war tips the balance – mobilization and the war at home
- ◆ Trench warfare
- ◆ Tanks
- ◆ Poisonous gas
- ◆ Wilson’s fight for peace
- ◆ 14 Point Plan
- ◆ Treaty of Versailles

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will explain the progressive idea.
- ◆ The students will discuss the progressives were and what each of their contributions were to society.
- ◆ The students will examine the social, political, and economic reforms during the Progressive Era and what the impacts of each were on society.
- ◆ The students will study how women finally gain a voice in society.
- ◆ The students will examine the effect of Theodore Roosevelt’s presidency upon the American people.
- ◆ The students will analyze the effect of William Howard Taft’s presidency upon the American people?
- ◆ The students will identify how America extended its influence on other nations.
- ◆ The students will trace how the United States became interested in foreign affairs.

- ◆ The students will decipher what events increased the tension between the United States and Spain.
- ◆ The students will explain how Spain tried to avoid war with the United States.
- ◆ The students will list the terms of the Treaty of Paris.
- ◆ The students will recognize why Puerto Rico was important to the United States.
- ◆ The students will discover how the Panama Canal is an example of the United States' controversial role in Central American Affairs.
- ◆ The students will evaluate the effect of the Roosevelt Corollary and Dollar Diplomacy.
- ◆ The students will specify the causes of WWI.
- ◆ The students will investigate how WWI changed the nature of warfare.
- ◆ The students will appraise Wilson's plan for peace.
- ◆ The students will assess why the Treaty of Versailles failed to lay the foundation for lasting peace.

Instructional Resources and Equipment:

- ◆ Maps
- ◆ Student texts
- ◆ Audio Visual Equipment
- ◆ Library Media Center
- ◆ DBQ
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings

- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies
- ◆ *Iron Clad Angels* – DVD

Assessment Task(s):

- ◆ Benchmark Assessment: Argumentative Writing
- ◆ Formative and Summative Assessments
- ◆ Document Based Questions (DBQ)
- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Class discussions and Socratic Seminars
- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Research Paper

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Topic #2: Best of Times, Worst of Times

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*

- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

HP 3: The study of history helps us understand the present and shape the future

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2-1: Connect the past with the present

HP 2-2: Chronicle events and conditions

HP 2-3: Show understanding of how the past frames the present

HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives

- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

- A1: Problem Solving
- A2: Communication (oral and/or written)
- A3: Research (information tools)
- A4: Critical Thinking (learning and self-management)

A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ What contributed to the prosperity of the 1920s?
- ◆ How did mass media and mass culture help Americans create a sense of national unity in the 1920s?
- ◆ What lasting social and cultural changes emerged for the African-Americans during the 1920s?
- ◆ What key social, economic, and technological changes aided women's new role in society?
- ◆ How did nativism create fear of communism and tension in society?
- ◆ How did criminals take advantage of prohibition?
- ◆ What were American society's general intolerances of the period?
- ◆ How did the economic trends of the 1920s cause the Great Depression?
- ◆ What were the three goals of Roosevelt's New Deal?

Content Topics:

- ◆ Prosperity of the 1920s
- ◆ Growth of new industry/scientific developments
- ◆ Growth of new products
- ◆ Popular Culture
- ◆ Motion pictures
- ◆ War of the Worlds

- ◆ Golden Age of Sports
- ◆ Jazz, Blues, Country and Western
- ◆ Harlem Renaissance
- ◆ Women of the '20s
- ◆ Depression of the 1920s
- ◆ Political corruption
- ◆ Red Scare
- ◆ Palmer raids
- ◆ Sacco-Vanzetti Trial
- ◆ Prohibition
- ◆ Immigration
- ◆ Resurgence of KKK
- ◆ Scottsboro Trial
- ◆ Scopes Trial
- ◆ The Great Depression
- ◆ Presidency of Franklin Delano Roosevelt
- ◆ New Deal

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will evaluate what contributed to the prosperity of the 1920s.
- ◆ The students will examine how mass media and mass culture helped Americans create a sense of national unity in the 1920s.
- ◆ The students will identify what lasting social and cultural changes emerged for the African-Americans during the 1920s.
- ◆ The students will deliberate what key social, economic, and technological changes aided women's new role in society.
- ◆ The students will scrutinize how nativism created a fear of communism and tension in society.

- ◆ The students will investigate how criminals took advantage of prohibition.
- ◆ The students will recognize American society's general intolerances of the period.
- ◆ The students will conclude how the economic trends of the 1920s caused the Great Depression.
- ◆ The students will identify and examine the three goals of Roosevelt's New Deal.

Instructional Resources and Equipment:

- ◆ Audio Visual Equipment
- ◆ Library Media Center
- ◆ DBQ
- ◆ Maps
- ◆ Student texts
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies
- ◆ *Chicago*
- ◆ Music of the Times
- ◆ Historical Pictures
- ◆ Ken Burns' *Baseball*

Assessment Task(s):

- ◆ Formative and Summative Assessments
- ◆ DBQ
- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Class discussions and Socratic Seminars

- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Research Paper
- ◆ RAFT Activities

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: American History / Civics II

GRADE/LEVEL: 11

Topic #3: World War II and the Aftermath

Graduation Expectation Outcomes:

- ❖ ***1.1 Acquiring and applying knowledge within and across the curriculum***
- ❖ ***1.2 Analyzing and evaluating information***
- ❖ ***1.3 Applying technology as a learning tool across all disciplines***
- ❖ ***2.1 Working cooperatively and/or independently***
- ❖ ***2.2 Applying problem solving strategies***
- ❖ ***2.3 Utilizing resources and time effectively***
- ❖ ***2.4 Accessing, compiling, interpreting, and presenting data and information***
- ❖ ***4.1 Reading widely and critically***
- ❖ ***4.2 Writing clearly, concisely, and persuasively***
- ❖ ***4.3 Speaking, listening, and interpreting effectively***
- ❖ ***4.4 Mastering technology as a means of communication***

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C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

HP 3: The study of history helps us understand the present and shape the future

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2-1: Connect the past with the present

HP 2-2: Chronicle events and conditions

HP 2-3: Show understanding of how the past frames the present

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HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
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National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
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- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers

- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
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- ❖ Interrogate historical data
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- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes
(Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

A1: Problem Solving

A2: Communication (oral and/or written)

A3: Research (information tools)

A4: Critical Thinking (learning and self-management)

A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ How did the diplomacy of the early New Deal affect relations with other nations?
- ◆ How did the rise of dictatorships add to the turmoil in Europe?
- ◆ How does Japan's desire to expand prompt the United States to go to war?
- ◆ Who was Adolf Hitler?
- ◆ What was the Nazi's "Final Solution" and how was that goal nearly achieved?
- ◆ What impact did the breakout of war in Europe have on United States' foreign and defense policy?
- ◆ Why did the United States enter WWII?
- ◆ How does America mobilize for war and what controversies does it create?
- ◆ Trace the military developments from WWI to WWII.
- ◆ Was the allied invasion of Europe successful?
- ◆ How do the prolonged battles in the Pacific convince the United States to use nuclear weapons?
- ◆ How does the outcome of WWII change the United States' role in international affairs?

Content Topics:

- ◆ Diplomacy of the early New Deal

- ◆ Rise of dictatorships
- ◆ Turmoil in Europe
- ◆ Trouble with Japan
- ◆ War in the Pacific
- ◆ Adolf Hitler and the Nazi regime
- ◆ The Holocaust
- ◆ America mobilizes for war
- ◆ Pearl Harbor
- ◆ The war at home
- ◆ Invasion of Europe
- ◆ Defeat of Germany
- ◆ Allie offensive in the Pacific
- ◆ Defeat of Japan
- ◆ Presidency of Harry S. Truman
- ◆ Atomic Bomb and its effects

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will assess diplomacy of the early New Deal and its relations with other nations.
- ◆ The students will examine how the rise of dictatorships added to the turmoil in Europe.
- ◆ The students will discover how Japan's desire to expand prompted the United States to go to war.
- ◆ The students will identify Adolf Hitler.
- ◆ The students will critique the Nazi's "Final Solution" and how that goal was nearly achieved.

- ◆ The students will describe the impact that the breakout of war in Europe had on United States' foreign and defense policy.
- ◆ The students will deliberate why did the United States entered WWII.
- ◆ The students will scrutinize how America mobilized for war and what controversies it created.
- ◆ The students will determine if the allied invasion of Europe successful.
- ◆ The students will hypothesize how the prolonged battles in the Pacific convinced the United States to use nuclear weapons.
- ◆ The students will predict how the outcome of WWII changed the United States' role in international affairs.

Instructional Resources and Equipment:

- ◆ Audio Visual Equipment
- ◆ Library Media Center
- ◆ DBQ
- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Complimentary texts
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ LCD projector
- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Historical Debates

- ◆ Primary and Secondary Sources
- ◆ DVDs (ex. *Saving Private Ryan*, *Pearl Harbor*, etc.)

Assessment Task(s):

- ◆ Formative and Summative Assessments
- ◆ DBQ
- ◆ History and literature reading logs
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussions and Socratic Seminars

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: American History / Civics II

GRADE/LEVEL: 11

Topic #4: Cold War Conflicts

Graduation Expectation Outcomes:

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- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
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C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

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HP 2: History is chronicle of human activities, diverse people, and the societies they form

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

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C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

HP 3: The study of history helps us understand the present and shape the future

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2-1: Connect the past with the present

HP 2-2: Chronicle events and conditions

HP 2-3: Show understanding of how the past frames the present

HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2: Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow

charts, Venn diagrams, and other graphic organizers

- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

OC1 Interactive Listening
OC2 Make oral presentations
SS1 Chronological Thinking
SS2 Historical Comprehension
SS3 Historical Analysis and Interpretation
SS4 Historical Research Capabilities
SS5 Historical Issues-Analysis and Decision-Making
VAD/M1 Artistic Processes (Creation/Performance)
VAD/M2 Cultural Contexts (Context/Integration)
VAD/M3 Communication
VAD/M4 Aesthetic Judgment (Perception)
T1 Creativity and Innovation
T2 Communication and Collaboration

T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1: Problem Solving
A2: Communication (oral and/or written)
A3: Research (information tools)
A4: Critical Thinking (learning and self-management)
A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ *What was the Cold War and its purpose and affect?*
- ◆ *What was the role of the principle players?*
- ◆ *What was the Korean War and its purpose and affect?*
- ◆ *What was the final outcome of the Korean War?*
- ◆ *What was the role of the Unites States and terms of world affairs and role changes?*
- ◆ *What were the McCarthy hearings and what was the threat of communism?*
- ◆ *What was the final outcome of the McCarthy era?*

Content Topics:

- ◆ *United Nations*
- ◆ *Harry S. Truman*
- ◆ *Joseph Stalin*
- ◆ *History of Russia*
- ◆ *Containment*
- ◆ *Truman Doctrine*

- ◆ *The Marshall Plan*
- ◆ *Berlin airlift*
- ◆ *NATO*
- ◆ *Cold War*
- ◆ *Communism v. Democracy*
- ◆ *Election of 1948*
- ◆ *Chiang Kai-shek*
- ◆ *Mao Zedong*
- ◆ *Taiwan*
- ◆ *38th parallel*
- ◆ *Korean War*
- ◆ *General Douglas MacArthur*
- ◆ *Cold War at Home*
- ◆ *House Un-American Activities Committee*
- ◆ *Hollywood Ten*
- ◆ *Alger Hiss*
- ◆ *Ethel & Julius Rosenberg*
- ◆ *Black List*
- ◆ *Joseph McCarthy*
- ◆ *McCarthyism*
- ◆ *H-Bomb*
- ◆ *Dwight D. Eisenhower*
- ◆ *John Foster Dulles*
- ◆ *Brinkmanship*
- ◆ *CIA*
- ◆ *Warsaw Pact*
- ◆ *Eisenhower Doctrine*
- ◆ *Nikita Khrushchev*
- ◆ *U2 incident*

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will be able to identify and analyze the global rise of nationalism and dictatorships.
- ◆ The students will understand the consistent repetition of isolationism in the United States.
- ◆ The Steps toward the Cold War will be explained and analyzed.
- ◆ The students will be able to understand the impact of the United States involvement in the Cold War.
- ◆ Students will read and discuss the impact on writers and philosophers of their time.
- ◆ Students will analyze maps, graphs, political cartoons and photographs
- ◆ Students will be able to identify what global events led to the United States involvement in Korea?
- ◆ Students will identify the causes and the effects of McCarthyism.

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ DBQ
- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Primary sources
- ◆ Complimentary texts
- ◆ A History of Us: All the People: "Since 1945"
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons

- ◆ Mobile Lab
- ◆ Literacy Instructional Strategies
- ◆ Graphic Organizers
- ◆ Audio and Visual Equipment

Assessment Task(s):

- ◆ Formative and Summative Assessments
- ◆ DBQ
- ◆ History and literature reading logs
- ◆ Oral presentations
- ◆ Teacher generated tests
- ◆ Document analysis writings
- ◆ Class discussions and Socratic Seminars

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: American History / Civics II

GRADE/LEVEL: 11

Topic #5: Cultural Studies: The Changing '50's

- Graduation Expectation Outcomes:**
- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
 - ❖ *1.2 Analyzing and evaluating information*
 - ❖ *1.3 Applying technology as a learning tool across all disciplines*
 - ❖ *2.1 Working cooperatively and/or independently*
 - ❖ *2.2 Applying problem solving strategies*
 - ❖ *2.3 Utilizing resources and time effectively*
 - ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
 - ❖ *4.1 Reading widely and critically*
 - ❖ *4.2 Writing clearly, concisely, and persuasively*
 - ❖ *4.3 Speaking, listening, and interpreting effectively*
 - ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

HP 3: The study of history helps us understand the present and shape the future

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2-1: Connect the past with the present

HP 2-2: Chronicle events and conditions

HP 2-3: Show understanding of how the past frames the present

HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers

- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship

T6 Technology Operations and Concepts

Applied Learning Standards

A1: Problem Solving

A2: Communication (oral and/or written)

A3: Research (information tools)

A4: Critical Thinking (learning and self-management)

A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ *What was American society like in the 1950's: trends, habits, new ideas?*
- ◆ *What was the role of the principle players?*
- ◆ *What was the final outcome of the 1950's?*
- ◆ *How can we debate the moral questions that arose in this time period?*
- ◆ *How did legislation help WWII veterans?*
- ◆ *What are the domestic and foreign issues that concerned voters during the election of 1952?*
- ◆ *How did life in the suburbs provide the model for the American dream?*
- ◆ *How did the post war boom affect the areas of suburban growth, politics, popular culture and unequal opportunities?*
- ◆ *How did major cities change in the 1950s?*

Content Topics:

- ◆ *GI Bill of Rights*
- ◆ *Suburbs*
- ◆ *Harry S. Truman*
- ◆ *Economic Challenges*
- ◆ *Election of 1948*
- ◆ *Dixiecrat*

- ◆ *Fair Deal*
- ◆ *Women's roles*
- ◆ *Leisure in the 1950s*
- ◆ *Medicine*
- ◆ *The Automobile Culture*
- ◆ *Election of 1952*
- ◆ *"American Dream"*
- ◆ *Conglomerate*
- ◆ *Franchise*
- ◆ *Baby boom*
- ◆ *Polio*
- ◆ *Dr. Jonas Salk*
- ◆ *Consumerism*
- ◆ *Planned Obsolescence*
- ◆ *Popular Culture*
- ◆ *Mass Media*
- ◆ *FCC*
- ◆ *Beat Movement*
- ◆ *African Americans / Racial Gap*
- ◆ *Rock 'n' Roll*
- ◆ *Television / Radio*
- ◆ *Jazz*
- ◆ *The Other America*
- ◆ *Poverty & Activism*
- ◆ *Native Americans*
- ◆ *White Flight*
- ◆ *Inner cities*
- ◆ *Urban renewal*
- ◆ *Mexican braceros*
- ◆ *Termination policy*

Student-Centered Learning Tasks and Opportunities:

- ◆ *The students will compare and contrast the American society like in the 1950's with previous decades.*
- ◆ *The students debate the moral questions that arose in this time period.*
- ◆ *The students will analyze how legislation helped WWII veterans.*
- ◆ *The students will discuss the domestic and foreign issues that concerned voters during the election of 1952.*
- ◆ *The students will evaluate how life in the suburbs provided the model for the American dream.*
- ◆ *The students will be able to list the post war boom effect the areas of suburban growth, politics, popular culture and unequal opportunities.*
- ◆ *Students will examine how major cities changed in the 1950s.*

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ DBQ
- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Primary sources
- ◆ Complimentary texts
- ◆ A History of Us: All the People: "Since 1945"
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab

- ◆ Literacy Instructional Strategies
- ◆ Graphic Organizers
- ◆ Audio and Visual Equipment

Assessment Task(s):

- ◆ Formative and Summative Assessments
- ◆ Oral presentations
- ◆ Document analysis writings
- ◆ Class discussions and Socratic Seminars
- ◆ DBQ
- ◆ Literacy Based Assessments
- ◆ Cooperative Learning Activities
- ◆ Historical Fiction/Nonfiction Tasks

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: American History / Civics II

GRADE/LEVEL: 11

Topic #6: The New Frontier and the Great Society

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*

- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

HP 3: The study of history helps us understand the present and shape the future

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

<p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2: Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of
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the individual, the influence of ideas, and the role of chance

- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

OC1 Interactive Listening
OC2 Make oral presentations
SS1 Chronological Thinking
SS2 Historical Comprehension
SS3 Historical Analysis and Interpretation
SS4 Historical Research Capabilities
SS5 Historical Issues-Analysis and Decision-Making
VAD/M1 Artistic Processes
(Creation/Performance)
VAD/M2 Cultural Contexts (Context/Integration)
VAD/M3 Communication
VAD/M4 Aesthetic Judgment (Perception)
T1 Creativity and

Innovation

T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1: Problem Solving
A2: Communication (oral and/or written)
A3: Research (information tools)
A4: Critical Thinking (learning and self-management)
A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ *How did America's response to Soviet threats allow them to develop as a military superpower?*
- ◆ *What factors led to Kennedy's victory over Nixon in the election of 1960?*
- ◆ *What were the most significant results of the Cuban Missile Crisis?*
- ◆ *What struggles did Kennedy have passing his New Frontier legislation?*
- ◆ *What international aid programs were launched during the Kennedy administration?*
- ◆ *How did Kennedy's assassination affect the public?*
- ◆ *In what ways did the Great Society programs address the problem of poverty?*
- ◆ *How did the courts increase the political power of the people in the urban areas and those accused of crimes?*

Content Topics:

- ◆ *Election Of 1960*
- ◆ *John F. Kennedy*
- ◆ *New Military policy*
- ◆ *Flexible response*
- ◆ *Crisis over Cuba*
- ◆ *Fidel Castro*
- ◆ *The Bay of Pigs*
- ◆ *Cuban Missile Crisis*
- ◆ *Crisis over Berlin*
- ◆ *Hot line*

- ◆ *Limited Test Ban Treaty*
- ◆ *New Frontier*
- ◆ *Mandate*
- ◆ *Peace Corps*
- ◆ *Alliance for Progress*
- ◆ *Space Race*
- ◆ *Kennedy's Assassination*
- ◆ *Warren Commission*
- ◆ *Lyndon Baines Johnson*
- ◆ *Economic Opportunity Act*
- ◆ *Election of 1964*
- ◆ *Great Society Programs*
- ◆ *Healthcare: Medicare & Medicaid*
- ◆ *Immigration Act of 1965*
- ◆ *Warren Court*
- ◆ *Reapportionment*
- ◆ *Mapp v. Ohio*
- ◆ *Gideon v. Wainwright*
- ◆ *Escobedo v. Illinois*
- ◆ *Miranda v. Arizona*

Student-Centered Learning Tasks and Opportunities:

- ◆ *The students will examine the American response to Soviet threat.*
- ◆ *The students will list the factors that led to Kennedy's victory over Nixon in the election of 1960.*
- ◆ *The students will analyze the results of the Cuban Missile Crisis.*
- ◆ *The students will explore the New Frontier legislation.*
- ◆ *The students will focus on the international aid programs that were launched during the Kennedy administration.*

- ◆ *The students will investigate how Kennedy's assassination affected the public.*
- ◆ *The students will probe how the Great Society programs address the problem of poverty.*
- ◆ *The students will explore how the courts increased the political power of the people in the urban areas and those accused of crimes.*

Instructional Resources and Equipment:

- ◆ Library Media Center
- ◆ DBQ
- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Primary sources
- ◆ Complimentary texts
- ◆ A History of Us: All the People: "Since 1945"
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Computer Lab
- ◆ Literacy Instructional Strategies
- ◆ Graphic Organizers
- ◆ Audio and Visual Equipment

Assessment Task(s):

- ◆ Formative and Summative Assessments
- ◆ Validated Common Assessment:
Argumentative Writing
- ◆ DBQ
- ◆ Oral presentations
- ◆ Document analysis writings

◆ Class discussions and Socratic Seminars

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: American History / Civics II

GRADE/LEVEL: 11

Topic #7: Civil Rights

Graduation Expectation Outcomes:

- ❖ ***1.1 Acquiring and applying knowledge within and across the curriculum***
- ❖ ***1.2 Analyzing and evaluating information***
- ❖ ***1.3 Applying technology as a learning tool across all disciplines***
- ❖ ***2.1 Working cooperatively and/or independently***
- ❖ ***2.2 Applying problem solving strategies***
- ❖ ***2.3 Utilizing resources and time effectively***
- ❖ ***2.4 Accessing, compiling, interpreting, and presenting data and information***
- ❖ ***4.1 Reading widely and critically***
- ❖ ***4.2 Writing clearly, concisely, and persuasively***
- ❖ ***4.3 Speaking, listening, and interpreting effectively***
- ❖ ***4.4 Mastering technology as a means of communication***

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

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C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

HP 3: The study of history helps us understand the present and shape the future

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

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HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
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- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

A1: Problem Solving

A2: Communication (oral and/or written)

A3: Research (information tools)

A4: Critical Thinking (learning and self-management)

A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ *Are all Americans entitled to the same Civil Rights?*
- ◆ *What are the risks of demanding rights?*
- ◆ *Why might some people fight against Civil Rights?*
- ◆ *What different tactics were used by Civil Rights advocates (both violent and nonviolent)?*
- ◆ *What court cases were significant to the Civil Rights movement?*
- ◆ *Who were important Civil Rights leaders and what did they argue for?*
- ◆ *What assumptions and beliefs guided the fierce opposition to the Civil Rights movement in the South?*
- ◆ *How were Civil Rights problems in Northern cities similar to those in the South?*
- ◆ *What were some of the causes of the urban rioting?*
- ◆ *Why was the public reaction to the Black Panthers mixed?*
- ◆ *What were some accomplishments of the Civil Rights Movement?*

Content Topics:

- ◆ *Plessy v. Ferguson*
- ◆ *Segregation*
- ◆ *NAACP*
- ◆ *Thurgood Marshall*
- ◆ *Brown v. Board of Education of Topeka*
- ◆ *Reaction to the Brown Decision*
- ◆ *The Montgomery Bus Boycott*
- ◆ *Rosa Parks*
- ◆ *Martin Luther King, Jr.*
- ◆ *Southern Christian Leadership Conference (SCLC)*
- ◆ *Student Nonviolent Coordinating Committee (SNCC)*
- ◆ *Sit-ins*
- ◆ *Freedom riders*
- ◆ *James Meredith*
- ◆ *Birmingham, Alabama*
- ◆ *Civil Rights Act of 1964*
- ◆ *Voting Rights*
- ◆ *Freedom Summer*
- ◆ *Frannie Lou Hamer*
- ◆ *Voting Rights Act of 1965*
- ◆ *African Americans seek greater equality*
- ◆ *De facto segregation*
- ◆ *De jure segregation*
- ◆ *Malcolm X*
- ◆ *Nation of Islam*
- ◆ *Black Power*
- ◆ *Stokely Carmichael*
- ◆ *Black Panthers*
- ◆ *King's Death*
- ◆ *Kerner Commission*
- ◆ *Civil Rights Act of 1968*

- ◆ *Affirmative Action*

Student-Centered Learning Tasks and Opportunities:

- ◆ *Students will debate whether or not all Americans are entitled to the same Civil Rights.*
- ◆ *Students will analyze the risks that are associated with the risks of demanding rights.*
- ◆ *Students will discuss the different tactics that were used by Civil Rights advocates (both violent and nonviolent).*
- ◆ *Students will examine the court cases that were significant to the Civil Rights movement.*
- ◆ *Students will research important Civil Rights leaders.*
- ◆ *Students will analyze the assumptions and beliefs that guided the fierce opposition to the Civil Rights movement in the South.*
- ◆ *Students will compare and contrast the Civil Rights problems in Northern cities to those in the South.*
- ◆ *Students will examine the causes of the urban rioting.*
- ◆ *Students will evaluate why there was mixed public reaction to the Black Panthers.*
- ◆ *Students will interpret the accomplishments of the Civil Rights Movement.*

Instructional Resources and Equipment:

- ◆ *Audio Visual Equipment*
- ◆ *Library Media Center*

- ◆ DBQ
- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Complimentary texts
- ◆ A History of Us: All the People: "Since 1945"
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ Validated Common Assessment:
Argumentative Writing
- ◆ Formative and Summative Assessments
- ◆ DBQ
- ◆ Oral presentations
- ◆ Document analysis writings
- ◆ Class discussions and Socratic Seminars

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: American History / Civics II

GRADE/LEVEL: 11

<p>Topic #8: Vietnam</p> <p>Graduation Expectation Outcomes:</p> <ul style="list-style-type: none">❖ 1.1 Acquiring and applying knowledge within and across the curriculum❖ 1.2 Analyzing and evaluating information❖ 1.3 Applying technology as a learning tool across all disciplines❖ 2.1 Working cooperatively and/or independently❖ 2.2 Applying problem solving strategies❖ 2.3 Utilizing resources and time effectively❖ 2.4 Accessing, compiling, interpreting, and presenting data and information❖ 4.1 Reading widely and critically❖ 4.2 Writing clearly, concisely, and persuasively❖ 4.3 Speaking, listening, and interpreting effectively❖ 4.4 Mastering technology as a means of communication	
<p>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p>	<p>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p>

<p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation 	<p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2: Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration
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- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making

VAD/M1 Artistic Processes (Creation/Performance)
VAD/M2 Cultural Contexts (Context/Integration)
VAD/M3 Communication
VAD/M4 Aesthetic Judgment (Perception)
T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1: Problem Solving
A2: Communication (oral and/or written)
A3: Research (information tools)
A4: Critical Thinking (learning and self-management)
A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ *How and why did the United States support France's Vietnam War efforts?*
- ◆ *How did the Tonkin Gulf Resolution lead to greater U.S. involvement in the Vietnam War?*
- ◆ *What differing opinions did Johnson's advisors have about Vietnam?*
- ◆ *Why did the U.S. forces have difficulty fighting the Vietcong?*
- ◆ *In what ways did the United States underestimate the Vietcong?*
- ◆ *What factors led to the low morale of U.S. troops?*
- ◆ *What concerns about American democratic society did the New Left voice?*
- ◆ *For what reason did the protestors oppose the Vietnam War?*
- ◆ *Should people who believe a war is wrong be forced to fight?*

- ◆ *Should people with special skills be exempt from the draft?*
- ◆ *How can a draft be made fair?*
- ◆ *What were the key issues that divided America?*
- ◆ *Why did American support for the war change after the Tet Offensive?*
- ◆ *What was the impact of the Vietnamization on the United States?*
- ◆ *What led to the agreement to end the war in Vietnam?*
- ◆ *What are the two viewpoints regarding the legacy of the Vietnam War?*

Content Topics:

- ◆ *American Involvement with French Indochina War*
- ◆ *Ho Chi Minh*
- ◆ *Vietminh*
- ◆ *Domino theory*
- ◆ *Dien Bien Phu*
- ◆ *Geneva Accords*
- ◆ *Ngo Dinh Diem*
- ◆ *Vietcong*
- ◆ *Ho Chi Minh Trail*
- ◆ *Kennedy & Vietnam*
- ◆ *Johnson & Vietnam*
- ◆ *Tonkin Gulf Resolution*
- ◆ *Robert McNamara*
- ◆ *Dean Rusk*
- ◆ *William Westmoreland*
- ◆ *Army of the Republic of Vietnam (ARVN)*
- ◆ *Fighting in the Jungle*

- ◆ *Napalm*
- ◆ *Agent Orange*
- ◆ *Search-and-destroy missions*
- ◆ *The War at home*
- ◆ *Credibility gap*
- ◆ *Draft*
- ◆ *African American involvement in Vietnam*
- ◆ *Women in Vietnam*
- ◆ *The New Left*
- ◆ *Students for a Democratic Society (SDS)*
- ◆ *Free Speech Movement*
- ◆ *Protest Movements*
- ◆ *Doves vs. Hawks*
- ◆ *Tet Offensive*
- ◆ *Clark Clifford*
- ◆ *Robert Kennedy*
- ◆ *Eugene McCarthy*
- ◆ *Election of 1968*
- ◆ *Hubert Humphrey*
- ◆ *George Wallace*
- ◆ *Richard Nixon*
- ◆ *Henry Kissinger*
- ◆ *Vietnamization*
- ◆ *Silent majority*
- ◆ *My Lai*
- ◆ *Kent State University*
- ◆ *Pentagon Papers*
- ◆ *End of the Vietnam War*
- ◆ *Legacy of the War*
- ◆ *War Powers Act*

Student-Centered Learning Tasks and Opportunities:

- ◆ *Students will examine how and why the United States supported France's Vietnam War efforts.*
- ◆ *Students will research how did the Tonkin Gulf Resolution led to greater U.S. involvement in the Vietnam War.*
- ◆ *Students will argue the differing opinions of Johnson's advisors regarding Vietnam.*
- ◆ *Students will analyze why the U.S. forces had difficulty fighting the Vietcong.*
- ◆ *Students will discuss how the United States underestimated the Vietcong.*
- ◆ *Students will list the factors that led to the low morale of U.S. troops.*
- ◆ *Students will research different protestors and their opposition to the Vietnam War.*
- ◆ *Students will debate whether or not people who believe a war is wrong should be forced to fight.*
- ◆ *Students will express why American support for the war changed after the Tet Offensive.*
- ◆ *Students will evaluate the impact of the Vietnamization on the United States.*
- ◆ *Students will assess what led to the agreement to end the war in Vietnam.*
- ◆ *Students will compare the two viewpoints regarding the legacy of the Vietnam War.*

Instructional Resources and Equipment:

- ◆ Audio Visual Equipment
- ◆ Library Media Center
- ◆ DBQ

- ◆ Student text
- ◆ Overhead transparencies
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Complimentary texts
- ◆ A History of Us: All the People: "Since 1945"
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ Validated Common Assessment:
Argumentative Writing
- ◆ Formative and Summative Assessments
- ◆ DBQ
- ◆ Oral presentations
- ◆ Document analysis writings
- ◆ Class discussions and Socratic Seminars

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: American History / Civics II

GRADE/LEVEL: 11

Topic #9: An Era of Social Change

Graduation Expectation Outcomes:

- ❖ ***1.1 Acquiring and applying knowledge within and across the curriculum***
- ❖ ***1.2 Analyzing and evaluating information***
- ❖ ***1.3 Applying technology as a learning tool across all disciplines***
- ❖ ***2.1 Working cooperatively and/or independently***
- ❖ ***2.2 Applying problem solving strategies***
- ❖ ***2.3 Utilizing resources and time effectively***
- ❖ ***2.4 Accessing, compiling, interpreting, and presenting data and information***
- ❖ ***4.1 Reading widely and critically***
- ❖ ***4.2 Writing clearly, concisely, and persuasively***
- ❖ ***4.3 Speaking, listening, and interpreting effectively***
- ❖ ***4.4 Mastering technology as a means of communication***

<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i>	<i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i>
C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals	C&G 1-1: Origins, forms, and purposes of government
C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.	C&G 1-2: Sources of authority and use of power, and how they are/can be changed
C&G 3: In a democratic society, all people have certain rights and responsibilities	C&G 2-1: United States government (local, state, national)
C&G 4: People engage in political processes in a variety of ways	C&G 2-2: The democratic values and principles underlying the U.S. government
C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally	C&G 3-1: Citizens' rights and responsibilities
HP 1: History is an account of human activities that is interpretive in nature	C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities
HP 2: History is chronicle of human activities, diverse people, and the societies they form	C&G 4-1: Political systems and political processes
HP 3: The study of history helps us understand the present and shape the future	C&G 4-2: Their participation in political processes
	C&G 4-3: Their participation in civil societies
	C&G 5-1: The many ways Earth's people are interconnected
	C&G 5-2: The benefits and challenges of an interconnected world
	C&G 5-3: How the choices we make impact and are impacted by an interconnected world
	HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)
	HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships
	HP 2-1: Connect the past with the present
	HP 2-2: Chronicle events and conditions
	HP 2-3: Show understanding of how the past frames the present
	HP 3-1: Demonstrate an understanding of how the past frames the present

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past

- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

- A1: Problem Solving
- A2: Communication (oral and/or written)
- A3: Research (information tools)
- A4: Critical Thinking (learning and self-management)
- A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ *What problems did Latino immigrants and Native Americans face in the 1960s?*
- ◆ *Why did Native Americans resist assimilation?*
- ◆ *What tactics were used to gain equal rights?*
- ◆ *What effects did the Civil Rights and anti-war movements have on many women?*
- ◆ *What prompted women to establish NOW?*

- ◆ *What sort of gains did the women's movement make by the early 1970s?*
- ◆ *What did Rock 'n' Roll symbolize for American youth?*
- ◆ *Why were conservatives angry about the counterculture that emerged in the 1960s?*

Content Topics:

- ◆ *Latinos & Native Americans Struggle for Equality*
- ◆ *United Farm Workers Organizing Committee (UFWOC)*
- ◆ *La Raza Unida*
- ◆ *American Indian Movement (AIM)*
- ◆ *Reynolds v. Sims*
- ◆ *Women's Fight for Equality*
- ◆ *Betty Friedan*
- ◆ *Feminism*
- ◆ *National Organization for Women (NOW)*
- ◆ *Gloria Steinem*
- ◆ *Roe v. Wade*
- ◆ *Equal Rights Amendment*
- ◆ *Phyllis Schlafly*
- ◆ *Culture & Counterculture*
- ◆ *Hippie Culture*
- ◆ *Haight-Ashbury*
- ◆ *Art*
- ◆ *Rock Music: the Beatles, Woodstock*
- ◆ *Conservative Response*

Student-Centered Learning Tasks and Opportunities:

- ◆ *Students will summarize the problems that Latino immigrants and Native Americans faced in the 1960s.*
- ◆ *Students will discuss how and why the Native Americans resisted assimilation.*
- ◆ *Students will evaluate the tactics that were used to gain equal rights in the 1960s.*
- ◆ *Students will analyze effects that the Civil Rights and anti-war movements had on many women.*
- ◆ *Students will determine how the gains that the women's movement made by the early 1970s impacted women.*
- ◆ *Students will demonstrate what Rock 'n' Roll symbolized for American youth.*
- ◆ *Students will analyze the impact of the conservatives regarding the counterculture that emerged in the 1960s.*

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Audio and Visual Equipment
- ◆ Library Media Center
- ◆ DBQ
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Student journals
- ◆ Complimentary texts
- ◆ A History of Us: All the People: "Since 1945"
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ LCD projector

- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ Formative and Summative Assessments
- ◆ DBQ
- ◆ Oral presentations
- ◆ Document analysis writings
- ◆ Class discussion and Socratic Seminars

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: American History / Civics II

GRADE/LEVEL: 11

Topic #10: The Stalelated Seventies & The Conservative Eighties

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p>

<p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making 	<p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past
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- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

- A1: Problem Solving
- A2: Communication (oral and/or written)
- A3: Research (information tools)
- A4: Critical Thinking (learning and self-management)
- A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ *What are the powers granted to the president?*
- ◆ *What systems exist to protect against the abuse of power?*

- ◆ *How can a president lose or restore the nations trust?*
- ◆ *What was the goal of Nixon's New Federalism?*
- ◆ *In what ways did Nixon both strengthen and weaken the Federal Programs?*
- ◆ *What factors brought on the country's economic problems in the late 1960s and early 1970s?*
- ◆ *What is meant by "imperial presidency"?*
- ◆ *What steps did the White House take to cover up the involvement in the Watergate break in?*
- ◆ *Why was Ford's call for voluntary actions to help the economy unsuccessful?*
- ◆ *What factors played a role in America's economic stagnation?*
- ◆ *What led to the collapse of détente with the Soviet Union?*
- ◆ *What was the significance of the Camp David Accords?*
- ◆ *What were the important court cases of this time period and how did they relate to the 14th amendment?*
- ◆ *What were the environmental actions taken during the Nixon administration?*
- ◆ *How did the Three Mile Island incident affect the use of nuclear power in America?*
- ◆ *What were the main concerns of the Moral Majority?*
- ◆ *What factors led to Reagan's victory in 1980 & 1984?*
- ◆ *What are the main ideas of supply-side economics?*

- ◆ *What are the effects of Reaganomics?*
- ◆ *What factors led to Bush's victory in 1988?*
- ◆ *What social issues emerged during the 1980s?*
- ◆ *What equal rights struggles did women, Native Americans, & African Americans face in the 1980s?*
- ◆ *What signs signaled that the Cold War had come to an end?*
- ◆ *What led to the conflicts in the Middle East?*

Content Topics:

- ◆ *Richard M. Nixon*
- ◆ *New Federalism*
- ◆ *Revenue Sharing*
- ◆ *Family Assistance Plan (FAP)*
- ◆ *Southern Strategy*
- ◆ *Stagflation*
- ◆ *OPEC*
- ◆ *Realpolitik*
- ◆ *Détente*
- ◆ *SALT I Treaty*
- ◆ *Watergate Scandal*
- ◆ *Impeachment*
- ◆ *H.R. Haldeman*
- ◆ *John Ehrlichman*
- ◆ *John Mitchell*
- ◆ *Committee to Re-elect the President*
- ◆ *John Sirica*
- ◆ *Saturday Night Massacre*
- ◆ *Gerald R. Ford*
- ◆ *Jimmy Carter*
- ◆ *National Energy Act*
- ◆ *Human Rights*
- ◆ *Camp David Accords*
- ◆ *Ayatollah Ruhollah Khomeini*
- ◆ *Regents of the University of California vs. Bakke*
- ◆ *Environmentalism*
- ◆ *Rachel Carson*
- ◆ *Earth Day*
- ◆ *Environmentalist*

- ◆ *Environmental Protection Agency (EPA)*
- ◆ *Three Mile Island*
- ◆ *Entitlement Program*
- ◆ *New Right*
- ◆ *Affirmative Action*
- ◆ *Reverse Discrimination*
- ◆ *Conservative Coalition*
- ◆ *Moral Majority*
- ◆ *Ronald Reagan*
- ◆ *Election of 1980*
- ◆ *Reaganomics*
- ◆ *Supply – Side Economics*
- ◆ *Strategic Defense Initiative*
- ◆ *Sandra Day O’Connor*
- ◆ *Deregulation*
- ◆ *Election of 1984*
- ◆ *Geraldine Ferraro*
- ◆ *George Bush*
- ◆ *Health Issue: AIDS (Acquired Immune Deficiency Syndrome, Abortion, Drug Use)*
- ◆ *Pay equity*
- ◆ *L. Douglas Wilder*
- ◆ *Jesse Jackson*
- ◆ *Mikhail Gorbachev*
- ◆ *Intermediate- Range Nuclear Forces Treaty*
- ◆ *Tiananmen Square*
- ◆ *Nicaragua (Contras & Sandinistas)*
- ◆ *Grenada*
- ◆ *Panama*
- ◆ *Iran-Contra Scandal*
- ◆ *Persian Gulf War*
- ◆ *Operation Desert Storm*

Student-Centered Learning Tasks and Opportunities:

- ◆ *Students will explore the powers and abuse of power of the president in the context of Nixon's presidency and impeachment.*
- ◆ *Students will examine the goal of Nixon's New Federalism policy and its strengths and weaknesses.*
- ◆ *Students will diagram the country's economic problems in the late 1960s and early 1970s.*
- ◆ *Students will research the Watergate Scandal.*
- ◆ *Students will evaluate the factors played a role in America's economic stagnation.*
- ◆ *Students will identify the issues that led to the collapse of détente with the Soviet Union and the significance of the Camp David Accords.*
- ◆ *Students will investigate the important court cases of this time period and how they relate to the 14th amendment.*
- ◆ *Students will compare the environmental actions taken during the Nixon administration.*
- ◆ *Students will examine the Elections of 1980, 1984 and 1988.*
- ◆ *Students will differentiate between supply side economics and Reaganomics and discuss the effects of both.*
- ◆ *Students will evaluate the social issues that emerged during the 1980s.*
- ◆ *Students will compare the equal rights struggles of women, Native Americans, & African Americans during the 1980s.*
- ◆ *Students will specify what signaled that the Cold War had come to an end.*
- ◆ *Students will analyze what led to the conflicts in the Middle East?*

Instructional Resources and Equipment:

- ◆ Student text
- ◆ Audio and Visual Equipment
- ◆ Library Media Center
- ◆ DBQ
- ◆ Maps
- ◆ Student journals
- ◆ Complimentary texts
- ◆ A History of Us: All the People: "Since 1945"
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Mobile Lab
- ◆ Literacy Based Activities

- ◆ Graphic Organizers
- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ Formative and Summative Assessments
- ◆ DBQ
- ◆ Oral presentations
- ◆ Document analysis writings
- ◆ Class discussion and Socratic seminar

Standards – Based Instructional Unit

Subject: Social Studies

COURSE: American History / Civics II

GRADE/LEVEL: 11

<i>Topic #11: The Passage to a New Century</i>	
<p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i>	
<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p>	<p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p>

<p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation 	<p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2: Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration
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- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)

VAD/M2 Cultural Contexts (Context/Integration)
VAD/M3 Communication
VAD/M4 Aesthetic Judgment (Perception)
T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1: Problem Solving
A2: Communication (oral and/or written)
A3: Research (information tools)
A4: Critical Thinking (learning and self-management)
A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ *What makes nations increasingly dependent on one another?*
- ◆ *How does technology affect society worldwide?*
- ◆ *What are the ways to foster cooperation among nations?*
- ◆ *What acts of terrorism targeted Americans in the decade preceding 2001?*
- ◆ *What were some of the provisions of the Contract of America?*
- ◆ *What factors contributed most to Clinton's reelection?*
- ◆ *What led to chaos and confusion on the election night of the election of 2000?*
- ◆ *How did the election of 2000 highlight both the weaknesses and strengths of America's election process?*

- ◆ *What major changes occurred to the economy during the Clinton administration?*
- ◆ *What are some of the effects of NAFTA and GATT?*
- ◆ *What technological advancements occurred and how did this change the way Americans lived and worked?*
- ◆ *How are current arguments against immigration similar to those in the past?*
- ◆ *How did the United States extend democratic ideals to other nations?*
- ◆ *Should new laws restrict or expand immigration?*
- ◆ *Will tougher gun control laws reduce the incidence of crime?*
- ◆ *How can a country guarantee equal education for all?*
- ◆ *How should medical coverage for the uninsured be funded?*
- ◆ *Who has the responsibility for helping the poor?*
- ◆ *How can social security be reformed so it will have enough money to pay retirees?*
- ◆ *Will the American workplace grant men and women equal opportunities?*
- ◆ *What is the impact on American life post September 11th?*

Content Topics:

- ◆ *William Jefferson Clinton*
- ◆ *Election of 1992*
- ◆ *H. Ross Perot*
- ◆ *Hillary Rodham Clinton*

- ◆ *Health Care Reform*
- ◆ *Columbine High School*
- ◆ *World Trade Center*
- ◆ *September 11, 2001*
- ◆ *North American Free Trade Agreement (NAFTA)*
- ◆ *World Trade Organization (WTO)*
- ◆ *Newt Gingrich*
- ◆ *Contract with America*
- ◆ *Election of 1996*
- ◆ *Clinton's Impeachment*
- ◆ *Kenneth Starr*
- ◆ *Al Gore*
- ◆ *George W. Bush*
- ◆ *Election of 2000*
- ◆ *Service Sector*
- ◆ *Bill Gates*
- ◆ *NASDAQ*
- ◆ *Dotcoms & the world wide web*
- ◆ *General Agreement on Tariffs and Trade (GATT)*
- ◆ *Technology & Modern Life*
- ◆ *Internet*
- ◆ *Telecommute*
- ◆ *Information superhighway*
- ◆ *Genetic engineering*
- ◆ *Space exploration*
- ◆ *Gentrification*
- ◆ *Proposition 187*
- ◆ *Promoting Democracy*
- ◆ *Immigration Debate*
- ◆ *Crime & Public Safety*
- ◆ *Issues in Education*

- ◆ *Poverty*
- ◆ *Social Security*
- ◆ *Women in the Workforce*
- ◆ *Conservation*
- ◆ *The War on Terrorism*
- ◆ *Iraq*

Student-Centered Learning Tasks and Opportunities:

- ◆ *Students will analyze makes nations increasingly dependent on one another.*
- ◆ *Students will assess how technology affects society worldwide.*
- ◆ *Students will debate ways to foster cooperation among nations.*
- ◆ *Students will explain the acts of terrorism that targeted Americans in the decade preceding 2001.*
- ◆ *Students will analyze the provisions of the Contract of America.*
- ◆ *Students will be able to list the factors that contributed most to Clinton's reelection.*
- ◆ *Students will interpret the events that led to chaos and confusion on the election night of the election of 2000.*
- ◆ *Students will compare and contrast how the election of 2000 highlights both the weaknesses and strengths of America's election process.*
- ◆ *Students will analyze the changes that occurred to the economy during the Clinton administration.*
- ◆ *Students will discuss the effects of NAFTA and GATT.*

- ◆ *Students will research the technological advancements that occurred and connect how these changes affected the way Americans lived and worked.*
- ◆ *Students will compare and contrast the current arguments against immigration with those in the past.*
- ◆ *Students will interpret how the United States extended democratic ideals to other nations.*
- ◆ *Should new laws restrict or expand immigration?*
- ◆ *Students will debate if tougher gun control laws will reduce the incidence of crime.*
- ◆ *Students will predict how a country can guarantee equal education for all.*
- ◆ *Students will decide how medical coverage for the uninsured should be funded.*
- ◆ *Students will create a plan for who has the responsibility for helping the poor.*
- ◆ *Students will recommend how social security can be reformed so it will have enough money to pay retirees.*
- ◆ *Students will evaluate how the American workplace grants men and women equal opportunities.*
- ◆ *Students will explore the impact of American life post September 11th.*

Instructional Resources and Equipment:

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Assessment Task(s):

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