Summit Public Schools

Summit, New Jersey
11th Grade – US History II
Full year course

Course Description: In an age of rapid change and growing complexity, it is imperative that students develop critical thinking skills and knowledge and understanding of the American experience of which they are a part. Further, it is vital that they be able to place this knowledge and understanding in its global context. The relationships between history and diverse cultural factors offer students the opportunity to gain a more meaningful understanding of American life and our cultural legacy.

This one-year survey of our nation’s history from the early 20th century to the present day emphasizes the transition of the United States from a rural, agricultural society to a heterogeneous, urbanized, industrial society. The development of the United States as a world power is seen through the growing international presence of the nation beginning with World War I. An examination is made of the economic and social structure of the periods of the Progressive Era, the “Roaring Twenties” and the Great Depression. World War II and the postwar period mark the maturation of the United States as a world power and consumer society, while the Vietnam conflict and the social changes it wrought mark a new era in U.S. development. The course continues with an examination of U.S. domestic and foreign policy in the post-Watergate era through the War on Terror. The final unit examines global and domestic issues facing the U.S. in the last decades of the 20th century and beyond into the 21st century. Students will examine how ideas and messages are presented by various types of media to shape public opinion on important and controversial issues both past and present. Students will examine present-day problems as an outgrowth of past trends, in an effort to prescribe solutions to those issues. Ongoing exploration and knowledge of current events is stressed throughout the year.

Pacing Guide
(See each unit for more specific breakdown)

Unit #1 The Emergence of Modern America 1890-1930  7 Weeks
Unit #2 The Great Depression and WWII                  6 Weeks
Unit #3 Post World War II America 1945-1975            12 Weeks
Unit #4 Contemporary Issues 1975 to Present            8 Weeks
U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Big Ideas: Course Objectives / Content Statement(s)
- Government and social reforms
- United States becomes a Global power
- Technology and economic growth
- Struggle between competing notions of democracy
- Redefining notions of democracy

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings
What will students understand about the big ideas?

What are the causes and effects of government reform?

Both the people and government play a role in creating reform at the local, state, and national level. For example, President Teddy Roosevelt, born into a wealthy family, was a federal government figure that broke up trusts and monopolies when he thought they threatened the American economy. However, Booker T. Washington, despite being born a slave, was not a government official but still an influential figure of Progressive reform at the local, state, and federal levels. He advanced African-American education, and was even invited to the White House by President Roosevelt.

Different groups are constantly competing over which reforms are best. Many groups are unable to agree whether a particular reform will solve a problem or make it worse. Reformers such as Jane Addams built the Hull House to provide opportunities and support for newly arriving immigrants. However, groups such as the Ku Klux Klan thought immigrants were a threat to American society. They too saw themselves as reformers and supported legislation such as the Immigration Restriction Act that severely reduced immigration. This legislative support also built support for illegal methods such as lynching designed to
<table>
<thead>
<tr>
<th><strong>How do advances in technology and economic growth impact society?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>discourage immigration.</td>
</tr>
<tr>
<td>As more reforms are passed, government begins to play a larger role in the lives of Americans. Some reforms began to regulate what kinds of substances people could consume, which was a completely new kind of law. This ultimately led to the Prohibition Amendment that restricted the production and sale of beverages containing alcohol.</td>
</tr>
<tr>
<td>Technological advances often lead to the loss of old jobs and the creation of new jobs. For example, when Henry Ford was able to adapt mass production to the manufacturing of cars it put many people involved in the horse-and-buggy profession out of work. Such advances change the way people live and work. As a result of such advances, working conditions and pay began to improve. Better transportation also led to the development of suburbs where people could work in cities, but keep their families sheltered from the ills of urban life. People do not always agree whether the benefits of technology and economic growth outweigh the negatives.</td>
</tr>
<tr>
<td>Due to the mass migration of African-Americans from the South to Northern cities, a culture unknown to the North begins to emerge. The center of this cultural explosion is seen in Harlem, NY where the Harlem Renaissance begins to take hold. Jazz music, African-American poetry, and new ways of thinking a few of the new trends/ideas that emerge during this period. During the 1920s the notion of mass media begins to take place in American culture. With developments such as tabloid magazines, big money newspapers, and the radio, America transforms from being a regional country to a more unified country that now shares a common culture. No longer did one only know what was going on in your area of the country. You now were aware of happenings all over.</td>
</tr>
<tr>
<td>During the beginning of the 20th century,</td>
</tr>
</tbody>
</table>
Why do countries go to war?

How does the United States’ role as a world power impact societal and governmental notions of democracy home and abroad?

How is this relevant today?

America starts to expand their ideas of manifest destiny outside of the country to other areas within the Western Hemisphere and beyond. Through conflicts such as the Spanish-American War and World War I, America begins to emerge as not only a force to be reckoned with within the Western Hemisphere but the World. America starts to extend their ideas of democracy to other nations around the world and we also start to believe that it is our responsibility to help out our neighboring countries in need. At the same time, the question of what rights and civil liberties expressed in the Constitution that Americans should have in time of war comes into question during the first World War.

Current debates over government option healthcare and immigration reform exemplify in the Progressive Era history that continues to struggle with notions of the public good, individualism, equal opportunity, and national security. Also, our roles in Afghanistan and Iraq following 9/11 are consistent with the prominent role of the U.S. in world affairs that increased significantly following the Spanish-American War.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Students will:</th>
<th>NJCCS: (2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.12.D.8.b</td>
<td></td>
</tr>
</tbody>
</table>

Conceptual Objectives:

1. Identify and explain the major factors that promoted industrialization and urbanization in the United States and the effects it

Examples, Outcomes, Assessments

Instructional Focus (7 weeks):

A. Progressive Era (2 weeks)
B. Imperialism and World War I(3 weeks)
C. 1920s: Economic and Social changes – Isolationism (2 weeks)

Sample Assessments:

1. Essay Question: When looking back at the Progressive Era, historians often say that the movement had its successes and failures. Grade the Progressive Era using the regular A to F grade scale. Base your evaluation on how well the Progressive Era achieved the goals that it set out to achieve. When thinking about this question, think
would have on the American society (i.e. immigration, urbanization, change in nature of work etc.)

2. Analyze the major changes demanded by the Progressives in the political, economic and social systems of the United States at the city, state, and federal levels (including women’s suffrage).

3. Evaluate the changes which took place in the relationship between government and business through antitrust legislation.

4. Assess the role that media played in shaping public opinion (i.e. muckrakers/yellow journalism).

5. Analyze American foreign policy through the First World War including relations with Japan, China, Spain, Cuba, and Panama.

6. Analyze and evaluate the long and short-term causes of the war with Spain and the creation of an imperial administration in new U.S. territories.

7. Evaluate the causes of World War I in Europe, the causes of United States entry into the war, the mobilization efforts, and military, economic, and social contributions of the US using Summit, NJ as example.

8. Evaluate the increased economic, social, and judicial powers assumed by the federal government during World War One.

9. Assess the events of the 1919 Versailles conference, the leaders involved, including Wilson’s Fourteen Points and factors contributing to the US rejection of the League of Nations and future impact of conditions of the Treaty.

about the following: What were some of the successes of the Progressive Era? What were some of its failures? Finally, did the Progressive era meet all its goals?

2. Progressive News Conference: Students will research an individual from the Progressive Era and prepare notes for a live press conference in class in which they will represent their person.

3. Choose a current event topic and trace it back to its Progressive Era Roots. For example, comparing Obama’s handling of BP and the oil spill to Teddy Roosevelt’s trust-busting.

4. Essay question: Why was the 1920s known as the “Roaring 20s?” What specific themes from the 1920s made it “roaring?” When writing your essay, think about the following themes:

Instructional Strategies:

Interdisciplinary Connections
- Excerpts from The Jungle written by Upton Sinclair
- Poems “White Man’s Burden” by Kipling and “Real White Man’s Burden” by Crosby
- Excerpts from All Quiet on the Western Front by Remarque
- History Alive activity on Treaty of Versailles
- Excerpts from Summit: City on a Hill on Summit in WWI
- Analyze Harlem Renaissance writing and poetry to see how it reflects the sentiment of the decade.
- Read excerpts from H.G. Wells War of the Worlds and explain how technology has changed war.
- Compare Darwin’s theory of natural selection with the social Darwinism used to justify colonial expansion.

Technology Integration
- Students will make a iMovie/
10. Analyze the conflict between urban and rural cultures in the 1920s.

11. Identify and explain the factors that caused an increase in immigration (1890-1910) and factors that led to the US restrictions on immigration in 1920s.

12. Explain and analyze the characteristics of the “New Culture” of the 1920’s (i.e. consumerism, radio, new religious beliefs, role of women, music, big business, and prohibition.

13. Explain and analyze the manifestations of xenophobia and examine the re-emergence of the Ku Klux Klan, nativism and religious fundamentalism and their impact on American society in the 1920’s.

14. Examine the social, economic and political changes in the positions of and attitudes towards women and African Americans in the 1920s (Great Migration, Harlem Renaissance, Flapper etc.)

15. Analyze economic conditions of 1920s that promoted growth and over-speculation in land and financial markets and the impact these would have.

PowerPoint etc. multimedia presentation on an assigned topic relating to culture of the 1920s (ex: Scopes Trial, Harlem Renaissance, changing role of women, consumerism, and etc.).

Global Perspectives
- Students will research key issues involving American and Guantanamo Bay during the last 10 years
- Examine the political, economic, and social development of the Philippines today. To what extent has it benefitted from Progressive reforms of the early 1900s. What is the legacy of U.S. colonialism in the Philippines?
# Unit 2: Great Depression and World War II (1930 – 1945)

**Standard 6.1 (U.S. History)**

**U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Standard 6.3**

**Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Big Ideas:** *Course Objectives / Content Statement(s)*

- Underlying indicators of impending economic meltdown
- Economic and social instability of the 1930s
- Expansion of government to fix economic and social problems
- America’s last attempt to remain neutral in world affairs
- America’s emergence as the true superpower in the world

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What are the causes and effects of government reform?

**Enduring Understandings**

*What will students understand about the big ideas?*

Students will understand that…

The Stock Market Crash challenged the excepted notions from the 1920s that the U.S. economy could stabilize and expand without support from government resources at the local, state, and federal level. President Roosevelt’s New Deal continued to build on the spirit of reform from the Progressive Era, particularly at the federal level with ideas such as Social Security and the Federal Deposit Insurance Corporation. At the same time, the growth of power at the federal level ignited a new round of fears that U.S. democratic and religious institutions were being threatened by socialist/communist revolution. The necessity of fighting World War II quickly unified the American people and generated a level of government spending that took unemployment from a lingering fifteen percent and greater to virtually zero.

**How do advances in technology**

The need to more efficiently produce an
and economic growth impact society?

How does the United States’ role as a world power impact societal and governmental notions of democracy home and abroad?

How is this relevant today?

ever-growing number of sophisticated products for the military made war even more destructive and destabilizing than it had been during World War I. For example, the aircraft and the atomic bomb seamlessly brought civilian populations into the heart of warfare. However, advances in areas of medicine, such as penicillin, and the industrial application of plastics and aluminum also led to one of the greatest increases in the standard of living for Americans and other countries across the globe.

…that at the end of WWI, America tried to scale back its involvement in global affairs/conflicts. This was seen through such things such as the Neutrality Act of the 1930s. With the emergence of authoritarian governments in Germany and Japan, America begins to realize that Wilson’s goal of making the world safe for democracy can only be done through direct American involvement. Starting in 1941, America became involved in the 2nd World War against Germany, Japan, and Italy. It is during this period at home where see the rationing of food, supplies, and so on by the American public to aid soldiers abroad. Due to the absence of men, women begin to play an extremely important role in the production of equipment to aid in the war. At the conclusion of this conflict, America will emerge as the lone superpower in the world with a new enemy that will keep the country occupied for the next 50 years – The Soviet Union.

…that the events of the 1930s and 1940s has had a lot of relevance for today. At the end of World War II, America entered into the Atomic Age due to the creation of the nuclear bomb. Due to the horrific effects of this weapon, it is important to make sure that weapons of mass destruction do not get into the hands of the wrong. This never ending has been the major fuel for today’s war on terror. This is also the period when America starts to embrace their role of global policemen, which it still holds to this
The 1930s saw a historic period in which the American government expanded in order to tackle the problems of the Great Depression. This idea of the role of government in society is still and will always be a major area of debate.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.12.A.9.a</td>
</tr>
<tr>
<td>6.1.12.B.9.a</td>
</tr>
<tr>
<td>6.1.12.C.9.a</td>
</tr>
<tr>
<td>6.1.12.D.9.a</td>
</tr>
<tr>
<td>6.1.12.A.10.a</td>
</tr>
<tr>
<td>6.1.12.B.10.a</td>
</tr>
<tr>
<td>6.1.12.C.10.a</td>
</tr>
<tr>
<td>6.1.12.D.10.a</td>
</tr>
<tr>
<td>6.1.12.A.11.a</td>
</tr>
<tr>
<td>6.1.12.B.11.a</td>
</tr>
<tr>
<td>6.1.12.C.11.a</td>
</tr>
<tr>
<td>6.1.12.D.11.a</td>
</tr>
<tr>
<td>6.1.12.A.11.b</td>
</tr>
<tr>
<td>6.1.12.B.11.b</td>
</tr>
<tr>
<td>6.1.12.C.11.b</td>
</tr>
<tr>
<td>6.1.12.D.11.b</td>
</tr>
<tr>
<td>6.1.12.A.11.c</td>
</tr>
<tr>
<td>6.1.12.B.11.c</td>
</tr>
<tr>
<td>6.1.12.C.11.c</td>
</tr>
<tr>
<td>6.1.12.D.11.c</td>
</tr>
<tr>
<td>6.1.12.A.11.d</td>
</tr>
<tr>
<td>6.1.12.B.11.d</td>
</tr>
<tr>
<td>6.1.12.C.11.d</td>
</tr>
<tr>
<td>6.1.12.D.11.d</td>
</tr>
</tbody>
</table>

### Instructional Focus (6 weeks):

- A. Stock Market Crash and Great Depression (1 week)
- B. The New Deal (1 week)
- C. World War II (4 weeks)

### Sample Assessments:

1. **Essay Question:** The year is 1939. Assess the New Deal. Give the New Deal a grade based on how successful you think it was. Think about the goals of the New Deal. Think about if those goals were achieved. Think about the positives and negatives of the New Deal. Use evidence to back up the grade that you give for the New Deal.

2. Students will research several New Deal programs (1st and 2nd) and grade each program on how beneficial they were for the American society.

3. Choose an identity from the World War II home front (e.g. Rosie the Riveter, African-American dock worker, someone who took part in the Manhattan Project) and write five diary entries that explain how they contributed to the war effort and how their life changed as a result of the war.

### Instructional Strategies:

- **Interdisciplinary Connections**
  - Art and history. Students can use the photographs of Dorothea Lange to write an essay about the social effects of the Great Depression.
  - English: Read selected excerpts from John Steinbeck’s *Grapes of Wrath* and use it to discuss the limitations of the New Deal.
  - Science/Math: Evaluate Einstein’s
6. Examine the impact of the Great Depression and the New Deal on marginalized groups in American society such as African Americans, Native Americans, Hispanic Americans, and women and the responses of these groups to the difficult circumstances.

7. Identify and explain key foreign policy developments and the rise of fascism during 1930s.

8. Examine the causes of W.W.II and the political background leading to American involvement in the war (Neutrality Acts-Cash/Carry-Lend Lease etc.).

9. Explain and analyze the ways in which the United States fought a global war with its allies by examining key players, events and themes.

10. Analyze the effects of W.W.II and American government policies on gender roles and issues of race in America.

11. Evaluate the expanding role of the Federal Government in American life and its role in mobilizing public opinion to support the war.

12. Examine the genocide perpetrated by the Nazis and evaluate the role of collaborators, resisters, bystanders, and government policies in the process.

13. Explain the development and use of atomic weapons and evaluate the decision to “drop the bomb”


- Students will develop an iMovie that captures how WW II affected the home front.

Global Perspectives
- Analyze how the aftermath of World War II, particularly for the European countries involved, will have an effect of post 1945 decolonization in Africa, the Middle East, and Asia.
- Compare America’s role in the world in the aftermath of WW II to its current role.

Technology Integration
- Scientific/mathematical contributions to the development of the Manhattan Project and his eventual concern of the long-term impact on humanity.
Unit 3: Post War United States (1945 – 1975)

**Standard 6.1 (U.S. History)**

**U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Standard 6.3**

**Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Big Ideas:** *Course Objectives / Content Statement(s)*
- The Cold War conflict – its causes and effects (home and abroad)
- Civil Rights Revolution of the 1950s and 1960s
- The conservative 1950s and the eventual cultural Revolution of the 1960s
- The New Frontier and Great Society
- The Vietnam War
- The Watergate debacle

**Essential Questions**
What provocative questions will foster inquiry, understanding, and transfer of learning?

**Enduring Understandings**
What will students understand about the big ideas?

- What are the causes and effects of government reform?

Students will understand that…

The growth of the government as a result of the New Deal and WW II continues to develop throughout the 1950s and 60s. For example, the Federal Interstate Highways played a major role in the development of suburban communities. Such changes in housing also became one of the major challenges of promoting racial equality. The government did respond to the pressure to begin desegregating the military in 1948; schools with Brown v. Board in 1954; and jobs, public accommodation, in suffrage in the Civil and Voting Rights Act in 64’ and 65. However, de facto housing pattern discrimination continued to keep many urban populations segregated, especially as the draw of suburban seclusion became more accessible. Many events associated with the Civil Rights Movement, Vietnam,
- How do advances in technology and economic growth impact society?

- How does the United States’ role as a world power impact societal and governmental notions of democracy home and abroad?

and Watergate also continued to fuel two competing notions about the role of government. One general idea suggests that government itself is harboring its own agenda that accepts limitations to racial equality, women’s rights, environmental protection, etc. Therefore, government needs continued pressure to reform as it had been during both the Progressive and New Deal Eras. A second general idea is that the continual growth of government is the greater threat, and any attempt to control socioeconomics with too much government regulation threatens American individualism and democracy.

...that due to competition with the Soviet Union, America will see many advancements in technology. During this era, America and the Soviet Union tried to one up the other. Putting the first person on the moon, the invention of the satellite, and the computer are examples of America’s advancement. The invention of the television begins to change society as well. The television allowed not only upper class families but also middle class families to enjoy a new medium of entertainment. Stars such as Elvis Pressley became mega stars during this era. Later in this era, television became a outlet for expressing both common and newer views of society.

...that due to the reality that both the United States and the Soviet Union had entered the Atomic Age, a head-to-head conflict had to be avoided but at the same time do everything in its power economically and militarily to halt the spread of communism both home and abroad. It will be during this period where will see America enter conflicts in the Middle East, Korea, Cuba, Europe, and Vietnam to make sure that communism doesn’t spread. It is also during this period in which the threat of communism and soviet infiltration strikes fear into America after the Soviet Union gain nuclear capabilities in 1949. American freedoms and civil liberties expressed in the Constitution are put to the test during the period known
- How is this relevant today?

Current debates over legislation related to gay marriage/rights, healthcare and immigration continue to test the boundaries of how much the government can be influenced by differing notions of the public good to competently reform social and economic problems. The extraordinary growth of nations such as China and India, as well as the European Union, is creating a world that is no longer influenced by a unilateral U.S. foreign policy. This is a lesson that first gained most ground as a result of U.S. failures in Vietnam.

<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td><strong>Instructional Focus (12 weeks):</strong></td>
</tr>
<tr>
<td>6.1.12.C.13.a 6.1.12.C.13.b 6.1.12.C.13.c</td>
<td>3. For the United States the war was first a “crusade”; then a “challenge”; and, finally a “burden.” Explain the differences in these terms. Make</td>
</tr>
</tbody>
</table>
3. Explain and analyze changes in post war American and New Jersey society, including the impact of television, the interstate highway system, and the growth of the suburbs.

4. Explain and analyze the “Era of McCarthyism” by examining the tactics of Senator Joseph McCarthy.

5. Explain and analyze the rebellion of the Beats and Teen Culture as a response to the conformity of the 1950s.

6. Identify and describe the key developments in the battle for racial equality, including, but not limited to, Brown v. Board, Montgomery Bus Boycott, Little Rock School Crisis, Civil Rights Act (1957,1964), and Voting Rights, (1965), and the works of Martin Luther King Jr. and Malcolm X.

7. Evaluate the role of both the individual and the government in the movement for racial equality by analyzing works of fiction, nonfiction, and visual arts.

8. Evaluate President Kennedy’s actions in handling the major foreign policy crises of his presidency- The Bay of Pigs and the Cuban Missile Crisis.

9. Explain and analyze impact of Supreme Court(Warren Court) in 1960s (Gideon v Wainwright, Miranda v Arizona etc.)

10. Analyze American foreign policy during the Cold War and the resulting involvement in Vietnam.

11. Describe the nature of warfare in

---

**Letters Home From Vietnam:**

- Students will watch the film “Letters home from Vietnam” and write 2 letters from the perspective of American soldiers fighting in Vietnam based off of the notes they take from the video.

**Instructional Strategies:**

**Interdisciplinary Connections**
- English and History: Students will read part of the Crucible in order to understand how it was a critique of McCarthyism
- Literature: “Letters from a Birmingham Jail” – Dr. Martin Luther King, Jr.
- Excerpts from the Autobiography of Malcolm X
- Science: Explore the chemical compositions of Agent Orange and Napalm to understand how they impacted Vietnam Veterans, civilians and environment.

**Technology Integration**
- Start a blog that asks the extent to which the Civil Rights Movement was successful.
- Develop a website that uses photography and interviews to document the lives of Vietnam Veterans.

**Global Perspectives**
- Students will analyze the threat of nuclear weapons during the Cuban Missile Crisis with the threat of nuclear weapons today in order to understand America’s strained relationship with both Iran and North Korea.
Vietnam and explain why the Vietnam War became unpopular at home in America, including the influence of public opinion on the conduct of the war.

12 Analyze the election of Richard Nixon in 1968 by analyzing both domestic and international issues confronting the American public.

13 Describe the Watergate scandal and analyze and evaluate its effect on the American public’s faith in government.
## Unit 4: Contemporary Issues – 1975 to present

### Standard 6.1 (U.S. History)

**U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### Standard 6.3

**Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### Big Ideas: Course Objectives / Content Statement(s)

- Domestic Policy of Gerald Ford (what is he known for?)
- Jimmy Carter – Why was he elected? How did Nixon/Ford impact his ascension?
- Conservative revolution of the 1980s – rise of Ronald Reagan
- Economics of the 1980s (trickle down economics) – its effects on the country
- Conclusion of the Cold War – why and how it ended?
- 9/11 & The War on Terror

### Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

**Enduring Understandings**

**What will students understand about the big ideas?**

<table>
<thead>
<tr>
<th>What are the causes and effects of government reform?</th>
<th>Students will understand that…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand that…</td>
<td>The failures of the Nixon, Ford, and Carter administrations led to both the restructuring of the Republican Party platform as well as a repudiation of reforms led by Democrats during the 1960s, particularly those related to Johnson’s Great Society and the Civil Rights Movement. It is debated whether ideas of trickle-down economics, outsourcing and breaking unions, and reducing social programs related to welfare are responsible for decreasing the standards of living in urban neighborhoods, especially those with significant minority populations. Others look at behavior associated with gangs, drugs, teen pregnancy, and school dropout rates as proof that government spending can’t stop people from making poor decisions. Although less money is spent on social programs during the Reagan years, increases in defense spending…</td>
</tr>
</tbody>
</table>
How do advances in technology and economic growth impact society?

- How does the United States’ role as a world power impact societal and governmental notions of democracy home and abroad?

and corporate subsidies drive up the national debt significantly, a trend that has continued to grow with little interruption. Following 9/11 amid a growing awareness of the threat that terrorist groups and the nations that sponsored them posed, the U.S. began its most unified foreign policy since the Cold War. Concerns over security have rekindled the debate between national security and civil rights for the first time since the Vietnam/Watergate Era. New legislation, such as the Patriot Act is met with a combination of staunch support and skepticism.

The wars in Iraq and Afghanistan have seen the utilization of technologies, such as the predator drones, that have attempted to deliver deadly strikes against enemy forces, while trying to limit civilian casualties. Military technology that was deemed crucial to winning the Cold War, such as fighter aircraft, tanks, etc. have become increasingly useless in achieving the types of objectives that need to be accomplished. Concerns such as nuclear proliferation require the weapon of effective intelligence gathering more than anything else. This trend is not entirely new and it does evoke the problem that was faced when tremendous levels of American firepower could not achieve victory in Vietnam. Technology and the economic growth surrounding the explosion of personal computing and the Internet have aided the development of such military technology; however, such computer technology has also made it increasingly difficult to control the flow of media. Watchdog websites, such as Wikileaks, have been simultaneously praised as holding the U.S. accountable for civilian casualties, while being resented for its goal of publicly posting classified documents that could threaten U.S. foreign policy goals.

...during this period America saw its tensions with the Soviet Union in the form of the Cold War finally come to an end but with the end of one conflict, a new conflict would eventually come to define America’s foreign policy in the 21st century: terrorism. At the
end of the Cold War, America began to fully embrace the role of world policemen with its involvement in Panama, Grenada, Kuwait, Somalia, and the former Yugoslavia. The ideas of bringing democracy and ridding these places of oppressive rule was the major focus with America’s involvement in these areas. America has now tried to bring these same notions of democracy to Afghanistan and Iraq but at a heavy price due to resistance from elements within these countries. America has also grappled with notions of democracy at home during the 21st century in the midst of our fight against terrorism with such legislation as the Patriotic Act – calling back memories of our government during World War I.

…the events of unit 4 bare extreme relevance to today’s society. The origins of global terrorism and groups were at conflict with such as the Taliban are directly related to America’s last decade of involvement in the Cold War. The financial crisis that affected American society in the 1st decade of the 21st century can be traced to changes in government philosophy during the 1980s. The extremely vocal conservative right in today’s politics saw it rise with the ascension of President Reagan. Overall, students will understand that a better understanding of global affairs and domestic policies can be better understood with knowledge of unit 4.

### Areas of Focus: Proficiencies
(Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.12.A.14.f</td>
</tr>
<tr>
<td>6.1.12.A.14.g</td>
</tr>
<tr>
<td>6.1.12.A.14.h</td>
</tr>
<tr>
<td>6.1.12.B.14.a</td>
</tr>
<tr>
<td>6.1.12.B.14.b</td>
</tr>
<tr>
<td>6.1.12.B.14.c</td>
</tr>
</tbody>
</table>

### Examples, Outcomes, Assessments

**Instructional Focus (6 weeks):**

A. Transition of Cold War to New Global Threats – America’s ever increasing role in the world – 3 weeks

B. Struggle between liberal and conservative domestic ideology – 3 weeks

**Sample Assessments:**

- Students will analyze Ronald Reagan’s presidency and create a commemorative poster depicting his
<table>
<thead>
<tr>
<th>Conceptual Objectives:</th>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain and analyze the Administrations of Carter and Ford regarding social, political and economic problems/ issues including, but not limited to, the pardoning of Richard Nixon and the Iran Hostage crisis.</td>
<td>Essay question: What are the key reasons why you believe Jimmy Carter was a one-term president? What aspects of his foreign policy and personality do you think contributed to this?</td>
</tr>
<tr>
<td>2. Examine changing patterns of immigration including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia.</td>
<td>Students will compare U.S. foreign policy in two different parts of the world (e.g. Central America, Eastern Europe, Africa, etc.) and evaluate the short-term and long-term effects of those policies.</td>
</tr>
<tr>
<td>3. Explain and analyze the appeal of Ronald Reagan and his election in 1980 and examine issues of conservatism versus liberalism in politics.</td>
<td>Evaluate how recent drug violence on the U.S.-Mexico border has impacted American perceptions of undocumented immigrants.</td>
</tr>
<tr>
<td>4. Describe the major domestic problems and challenges that confronted the Reagan Administration during the 1980s including general economic conditions, taxes, balance of trade, defense-spending, the move to supply-side economics and social issues such as homelessness, AIDS and the crack epidemic.</td>
<td>Compare the current debates over healthcare and/or gay marriage to the Civil Rights Movement</td>
</tr>
<tr>
<td>5. Explain and analyze foreign policy issues confronting the U.S. and Soviet Union in the 1980’s in the context of the Cold War in areas such as Central America, the Middle East, Africa, and Afghanistan- relate to present day issues in these regions.</td>
<td>Photo/Literature: Students compare photographs and/or poetry from the Civil Rights Movement to protests related to Gay Rights, Immigration, or War on Terror. At what point can a protest threaten democracy and the freedom of others?</td>
</tr>
<tr>
<td>6. Describe the changing social climate of the 1980’s including urban issues, progress for women and minorities, space exploration, health and educational issues, and the environment.</td>
<td>Film: Make a documentary that captures your community’s perspective on the Obama presidency and how they have been affected.</td>
</tr>
<tr>
<td>7. Analyze and evaluate the events of</td>
<td>Science: Examine how the U.S. has influenced global warming policies in a particular part of the world (e.g. China, Brazil, India, South Africa, etc.)</td>
</tr>
<tr>
<td>successes and failures as the President</td>
<td>Technology Integration</td>
</tr>
<tr>
<td>Essay question: What are the key reasons why you believe Jimmy Carter was a one-term president? What aspects of his foreign policy and personality do you think contributed to this?</td>
<td>Produce an iMovie/multimedia commercial that comments on the politics surrounding a prominent issue (e.g. Gulf Coast revitalization, a candidate for public office, drug use, wounded Veterans, etc.)</td>
</tr>
</tbody>
</table>
1989 in Eastern Europe (Berlin Wall) and China (Tiananmen Square) and their impact on international relations.

8. Explain the factors that led to the election of Bill Clinton over George W. Bush in 1992.

9. Analyze the growth of technological innovation in computing, software, web based applications as examples of the move away from heavy industry toward services and “in the post-industrial economy”

10. Evaluate the impact the internet and personal computing would have on the way people live/communicate and the changing nature of media.

11. Evaluate and interpret distinct forms of media and experiment with producing messages in various formats.

12. Evaluate population, demographic and immigration trends and their impact on the American economy, culture and politics (i.e. Hispanic population, move to sunbelt etc.).

13. Explain the American Government's rationale for promoting free-trade and the ratification of NAFTA (North American Free Trade Agreement) and its impact on economy and workers in select industries.

14. Explain globalization and analyze its potential problems and possibilities.

15. Explain the election of George W. Bush and the challenges he faced as president.

16. Explain and analyze the events of September 11th and the events.

Global Perspectives
- A major aspect of this unit will be for students to see how events domestically and internationally have had a direct impact on America’s foreign policy (rise of terrorism, conflicts in the Middle East, relations with China) and domestic policy (the continuing battle over the extent of government involvement and the government’s responsibility in people’s lives)
leading up to the attacks (relate to earlier Afghanistan study).

17. Explain and analyze how the “War on Terror” as a response to the attacks by Al Qaeda would lead the U.S. and some of our allies into wars in Iraq and Afghanistan and the consequences positive/negative of those endeavors.

18. Describe the issues election of Barack Obama as the first African American president.

19. Explain and evaluate public opinion regarding select current “hot topics” (i.e. the rise of voter discontent + apathy, conservative versus liberal agendas, biased media, government bailouts etc.).

20. Evaluate the veracity, severity and implications of global environmental challenges including
Media Literacy Skills

Students will be able to:

- Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.
- Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
- Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
- Determine whose point of view matters
- Determine how one can locate legitimate sources of information
- Analyze varying perspectives on the meaning of historical events.
- Ascertain credible and questionable sources of information about historical and contemporary events
- Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.
- Examine ways how can citizens and groups participate effectively in the democratic process
- Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

Main Texts:


Supplemental Texts:


In addition, numerous and varied primary sources and documents: texts, visuals, in-print and online, are employed to engage students in the learning process.