

11th Grade
U.S. History II
Instructional Unit Guides
2019-20



Wichita Public Schools
USD 259



Mission Statement:



The Kansas Standards for History, Government, and Social Studies prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.

An informed citizen possesses the knowledge needed to understand contemporary political, economic, and social issues.

A thoughtful citizen applies higher order thinking skills to make connections between the past, present, and future in order to understand, anticipate, respond to, and solve problems.

An engaged citizen collaborates, contributes, compromises, and participates as an active member of a community.

Effective instruction includes

Multiple perspectives and disciplines Using multiple perspectives, points of view, and the principles of history, economics, civics, geography, and the humanities, supports students' ability to empathize, to develop alternative solutions to problems, and to self-assess their own position.

Multiple causes and consequences Identifying and defending a variety of possible causes of events, and the resulting consequences, encourages appropriate decision-making and helps students understand the complexity of the various disciplines.

The use of primary sources Requiring students to analyze and interpret a variety of primary sources in traditional and digital formats provides the opportunity for students to recognize the discipline's subjective nature, directly touch the lives of people in the past, and develop high level analytical skills.

Authentic intellectual work Learning that supports realistic situations and college and career-ready pathways has value beyond the classroom, engaging students in the construction of knowledge, disciplined inquiry, and connection to the real world.

Higher order thinking Grappling with content knowledge beyond remembering and understanding, to applying, analyzing, evaluating, and creating.

Multiple means of communication Communicate relevant information through speaking, writing, and the creation of digital and print media.

Research and construction of knowledge Students must be able to collect and organize information in order to construct an understanding of relevant evidence as it applies to a particular topic. These skills must include the ability to use both traditional and digital formats and media types.

Literacy within the Social Studies Reading, comprehending, analyzing, and interpreting complex texts and media from various social studies disciplines.

Reading Standards for Literacy in History/Social Studies 11-12

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, 11-12

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. Incorporate narrative accounts into analyses of individuals or events of historical importance.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards, Grades 11-12

(adapted from English Language Arts standards)

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Language Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

Language Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.



Kansas History, Government, and Social Studies Standards



Standard # 1 Choices have consequences.

Benchmark:

- 1.1 The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures.
- 1.2 The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers.
- 1.3 The student will investigate examples of causes and consequences of particular choices and connect those choices with contemporary issues.
- 1.4 The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision.

Standard # 2 Individuals have rights and responsibilities.

Benchmark:

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations.
- 2.3 The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues.
- 2.4 The student will use his/her understanding of rights and responsibilities to address contemporary issues.

Standard # 3 Societies are shaped by beliefs, ideas, and diversity.

Benchmark:

- 3.1 The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.
- 3.2 The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.

- 3.3 The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues.
- 3.4 The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society.

Standard # 4 Societies experience continuity and change over time

Benchmark:

- 4.1 The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations.
- 4.2 The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change.
- 4.3 The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue.
- 4.4 The student will use his/her understanding of continuity and change to construct a model for contemporary reform.

Standard # 5 Relationships among people, places, ideas, and environments are dynamic

Benchmark:

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context of significant relationships and draw conclusions about a contemporary world.
- 5.3 The student will investigate the relationship among people, places, ideas, and/or the environment and connect those relationships to contemporary issues.
- 5.4 The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative.

U.S. HISTORY COMMON THREADS

GRADES 8, 10 & 11

These are reoccurring themes or threads which connect each U. S. course together. They should be explicitly planned for and taught in each unit of each course. The threads will allow connections to be made to previous units, the other courses and to the state standards. Common threads also work as a way to pull in multiple perspectives and interpretations of history. In each unit teachers will have to make decisions regarding what should be focused on most or how much time to spend on certain items. Using the threads as a guide in making these decisions can help with the instructional shift of balancing content and skills for a larger impact versus the traditional march through history.

Standard 1: Choices have consequences

- global market system
- monetary policy
- industrialization
- foreign policy
- movement

Standard 2: Individuals have rights & responsibilities

- industrialization
- rights
- foreign policy
- reform

Standard 3: Societies are shaped by beliefs, ideas & diversity

- industrialization
- civilization attitude toward war
- influence of the media
- multiple perspectives of American values
- multiple interpretations of history

Standard 4: Societies experience continuity and change over time

- monetary policy
- economic cycle
- factors of production
- reform
- foreign policy

Standard 5: Relationships between people, places, ideas & environments are dynamic

- Changing borders
- Movement
- Environment
- Factors of production

SUGGESTED SCOPE & SEQUENCE

Textbook: *American Anthem*

1st Semester

* Consult USD 259 calendar before planning DBQ instruction and Constitution Day lesson.

Unit 1: 1940-1945	pp. 10-11
• 4-5 weeks	
Unit 2: 1945-1952	pp. 12-13
• 2-3 weeks	
Unit 3: 1952-1960	pp. 14-15
• 3-4 weeks	
Unit 4: 1960-1963	pp. 16-17
• 2 weeks	
Unit 5: 1963-1968	pp. 18-19
• 3-4 weeks	

2nd Semester

* Consult USD 259 and assessment calendars before planning DBQ instruction.

Unit 6: 1968-1976	pp. 20-21
• 3-4 weeks	
Unit 7: 1976-1980	pp. 22-23
• 2 weeks	
Unit 8: 1980-1988	pp. 24-25
• 4-5 weeks	
Unit 9: 1988-1992	pp. 26-27
• 2 weeks	
Unit 10: 1992-2000	pp. 28-29
• 4-5 weeks	

UNIT 1

1940-1945

American Anthem pages 384-460

Context

The American civilian population underwent a mobilization to create a massive war machine; however the cost of victory and the impacts of the war were staggering for the nation. The war served to improve some conditions for racial minorities and women, yet it also proved to be a time of prejudice and discrimination. The United States and the Allies defeated the Axis Powers in World War II, but ideological tensions between the U.S. and its former ally the Soviet Union led to a long-running Cold War.

Content Objectives

The student will:

- analyze how WWII spurred the mobilization of American military and industrial might. (HGSS 1.2, 4.2)
- examine the complexity of race and ethnic relations during the war. (HGSS 2.2, 3.1, 3.2)
- identify the ideological differences between the Soviet Union and the United States which led to the Cold War. (HGSS 3.2)
- analyze how WWII set the stage for global diplomacy through the United Nations. (HGSS 1.2)
- explain how the United States and other countries tried to build a better world after the war. (HGSS 1.2, 5.1)
- investigate the expansion of the modern human rights theory. (HGSS 5.3)

Essential Questions

- What motivated the Allied nations to convene the United Nations Monetary and Financial Conference in 1944? (HGSS 1.2)
- In what way were the rights and responsibilities of women and other minorities changing in the U.S. during WWII? (HGSS 2.2)
- How did the United States' choice to use the atomic bomb challenge the Western philosophy of human rights? (HGSS 3.1)
- How have the government's economic responsibilities been increasing over time? (HGSS 4.2)
- How did America's international influence change after WWII? (HGSS 5.1)

Ideas

- pacifists
- discrimination
- internment
- Four Freedoms
- role of minorities
- mobilization
- GI Bill

People

- Franklin Roosevelt
- Harry Truman
- Joseph Stalin
- Winston Churchill
- A. Philip Randolph
- J. Robert Oppenheimer

Places/Institutions

- the black cabinet
- CORE
- Berlin
- Hiroshima
- Nagasaki
- Bretton Woods Conference
- Selective Service
- Soviet Union
- Navajo Code Talkers

Events

- March on Washington Movement
- Zoot Suit Riots
- Yalta Conference
- Manhattan Project
- Bracero Program

Pacing: 4-5 weeks (suggested)**Instructional Ideas**

- Affinity Maps of Japanese city potential atomic bomb targets. (HGSS 1.2)
 - *Los Alamos Target Committee Minutes*. May 10-11, 1945. Parts 6-8.
<http://www.dannen.com/decision/targets.html>
- Mark the Text and Write in the Margin for both documents. Philosophical Chairs about which problem most needs the U.S.'s attention in 1941: human rights abroad or equal rights at home. (HGSS 1.4)
 - Franklin D. Roosevelt's 1941 State of the Union Address. Start toward the end with "In the future days, which we seek to make secure..." through the end of the document.
<https://millercenter.org/the-presidency/presidential-speeches/january-6-1941-state-union-four-freedoms>
 - A. Philip Randolph. *Call to Negro America to March on Washington for Jobs and Equal Participation in National Defense*. 1941.
http://www.wwnorton.com/college/history/archive/resources/documents/ch30_02.htm
- Centers activity with text selections from *American Anthem* chapters 14 and 15 covering African Americans, Hispanic Americans, Japanese Americans, and women during WWII. (HGSS 4.1, 5.1)
- Analyze 3 clips from the PBS documentary *The War*: "The Four Towns," "Wartown," and "Rationing and Recycling." (HGSS 1.2, 4.1)
- Evaluate the use of WWII propaganda posters and primary sources to influence and promote behaviors at home during the war. (HGSS 1.1, 3.2)
- Compare intended audience, themes, purposes, and effects of Roosevelt 8 December 1941 speech with Bush 11 September 2001 speech. (HGSS 1.2, 3.1, 4.1)
 - Franklin Roosevelt 8 December 1941 Speech. <http://www.presidency.ucsb.edu/ws/?pid=16053>
 - George Bush 11 September 2001 Speech. <http://www.presidency.ucsb.edu/ws/?pid=58057>

On Demand Writing: Facilitate Philosophical Chairs covering the debate over U.S. intervention vs. non-intervention prior to bombing of Pearl Harbor. Instruct students to write a brief essay describing their position at the beginning of the discussion and why their position changed or did not change over the course of the activity. (HGSS 1.2)

Additional Resources

- PBS Documentary *The War* by Ken Burns.
- Propaganda posters. http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_intro.html
- DBQ Project: Why did the Japanese Bomb Pearl Harbor?
- Economics: Institutions and Analysis (black paperback textbook) page 526.
- "Why were Japanese Americans interned during World War II?" lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/japanese-internment>
- "What cause the Zoot Suit Riots?" lesson plan. Stanford History Education Group.
<https://sheg.stanford.edu/zoot-suit-riots>
- "How should we remember the dropping of the atomic bomb?" lesson plan. Stanford History Education Group.
<https://sheg.stanford.edu/atomic-bomb>

UNIT 2

1945-1952

American Anthem pages 460-492

Context

The latent tensions between the United States and the Soviet Union surfaced at the end of World War II. This strained relationship, characterized as the “Cold War,” produced hostility and suspicion between the two superpowers and deeply affected American foreign and domestic policy. Most of the Americans at home and the millions coming back from military service wished to return to normal domestic life and enjoy the revitalized national economy. An outbreak of anti-radical hysteria surfaced as the United States reconverted to a peacetime economy. For many Americans, abundance and affluence were dominant aspects of society; however women and racial minorities, continued to live with discrimination.

Content Objectives

The student will:

- explain why the United States emerged as a superpower as a result of World War II. (HGSS 1.1)
- analyze the origins of the Cold War. (HGSS 1.3, 4.1, 5.1)
- evaluate Truman’s foreign policy decisions involving Turkey, Greece, Vietnam, China, the Soviet Union, Korea, and Germany. (HGSS 1.2, 2.2)
- analyze the challenges the U.S. faced when returning to life during peacetime. (HGSS 5.2)
- explain how the United States and other countries tried to build a better world after the war. (HGSS 1.2)
- evaluate the causes and effects of the Second Red Scare. (HGSS 1.1)
- predict how Truman’s decision to desegregate the U.S. armed forces will affect African Americans and their growing demands for civil rights. (HGSS 2.2, 3.1, 3.2)
- analyze the cost of the Korean War and what was gained. (HGSS 5.2)
- explain how the U.S. managed to avoid severe economic problems after World War II. (HGSS 1.1)

Essential Questions

- What were the motivations and goals of Truman firing MacArthur? (HGSS 1.2)
- In what way were the rights and responsibilities of women and other minorities changing in the U.S. during Truman’s administration? (HGSS 2.2)
- Did the spread of communism justify U.S. government action in the Cold War era? (HGSS 3.2)
- Why was public reaction divided concerning Truman’s Executive Order to end racial segregation in the U.S. military? (HGSS 4.2)
- In what ways did the relationship between the U.S. and western European countries change following World War II? (HGSS 5.2)

Ideas

- Iron Curtain
- Containment
- Marshall Plan
- Fair Deal
- Second Red Scare
- superpower
- Cold War
- Truman Doctrine

People

- Harry Truman
- Eleanor Roosevelt
- Douglas MacArthur
- Joseph McCarthy
- Joseph Stalin
- Kim Il Sung
- Ho Chi Minh
- Chiang Kai-shek
- Mao Zedong

Places/Institutions

- Berlin
- Korea
- China
- Turkey
- Greece
- Vietnam
- United Nations
- World Bank
- IMF
- NATO
- Nuremberg Trials

Events

- Berlin Airlift
- creation of Israel
- desegregation of the military
- Chinese Revolution
- Soviet detonation of atomic bomb
- Korean War
- First Indochina War

Pacing: 2-3 weeks (suggested)

Instructional Ideas

- *American Anthem* History and Geography supplemental text, The Berlin Blockade and Airlift. (HGSS 5.1)
- Concentric Circles Discussion analyzing the origins of the Cold War. (HGSS 1.3, 4.1, 5.1)
- Philosophical Chairs evaluating Truman’s foreign policy decisions involving Turkey, the Soviet Union, Korea, and Germany. (HGSS 1.2, 2.2)
- Snowball Discussion analyzing the challenges the U.S. faced when returning to life during peacetime. (HGSS 5.2)
- Create visual representations using images and symbols only (no words) of how the United States and other countries tried to build a better world after the war. (HGSS 1.2)
- Create a story board of the causes and effects of the Second Red Scare. (HGSS 1.1)
- Hot Seat Discussion evaluating Truman’s decision to desegregate the U.S. armed forces. Focus on context and predicting the affect on African Americans and their growing demands for civil rights. (HGSS 2.2, 3.1, 3.2)
- Cost/Benefit analysis of the Korean War. (HGSS 5.2)
- Fish Bowl Discussion evaluating how the U.S. managed to avoid severe economic problems after World War II. (HGSS 1.1)
- Character Corners Activity with MacArthur and Truman regarding the Korean War. (HGSS 1.2)
- Compare the context, motivation, goals, and consequences of the Declaration of Independence of the Democratic Republic of Vietnam with the Declaration of Independence (July 1776). (HGSS 1.2)
 - Declaration of Independence of the Democratic Republic of Vietnam. September 1945.
<http://historymatters.gmu.edu/d/5139/>
- Debate the pros and cons of the U.S. entering NATO. (HGSS 5.1, 5.3)
- Create a political cartoon about McCarthyism. (HGSS 3.2)
- Write a list of what you feel veterans should receive for their service. Compare their lists to the GI Bill. (HGSS 2.2)
 - The Servicemen’s Readjustment Act of 1944 (The GI Bill of Rights).
<https://www.ourdocuments.gov/doc.php?flash=false&doc=76>

On Demand Writing: Write a radio news script describing the Berlin Airlift. (HGSS 5.1)

Additional Resources

- Gilder Lehrman Teaching Literacy through History Hubert Humphrey’s Speech to the 1948 Democratic National Convention <https://www.gilderlehrman.org/history-by-era/postwar-politics-and-origins-cold-war/resources/hubert-humphrey%E2%80%99s-speech-1948-democra>
- DBQ Project: The Geography of the Cold War: What was Containment?
- George Marshall’s (Marshall Plan) Speech at Harvard, June 5 1947.
 - http://www.trumanlibrary.org/whistlestop/study_collections/marshall/large/documents/index.php?pagenumber=1&documentdate=1947-06-05&documentid=8-7
- *The American Spirit* Vol 2 “Truman Asserts Civil Supremacy” 1951 and “MacArthur Calls for Victory” 1951.
- “Who was primarily responsible for the Cold War—the United States or the Soviet Union?” lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/the-cold-war>
- “Who started the Korean War?” lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/korean-war>
- “How did Americans respond to President Truman’s decision to fire General MacArthur?” lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/truman-macarthur>

Unit 3

1952-1960

American Anthem pages 493-518, 556-563, 565-566, 596-601

Context

The nostalgic view of the 1950s “happy days,” is only partially correct. The U.S. experienced tremendous economic growth and prosperity which transformed the way the middle-class lived. Some African Americans began organizing, pressuring, and protesting the treatment they had endured for decades to fight segregation and discrimination using the courts and nonviolent direct action. Eisenhower’s presidential style avoided confrontation and offered little leadership initiative. Although he was cautious and his policies were moderate, he did intensify the U.S. commitment to oppose communism. Incriminations of McCarthyism, increased racial tension at home, the division of Vietnam, and the Cold War arms race with the Soviets cast a dark cloud of anxiety over the 1950s.

Content Objectives

The student will:

- describe what happened to the economy as working class Americans accumulated discretionary income. (HGSS 1.1)
- analyze the growing power of, and the military reliance on, nuclear weapons in the 1950s. (HGSS 1.2)
- investigate the American public’s reaction to the growing nuclear culture. (HGSS 4.1)
- examine the steps taken by the U.S. to close the missile gap after the launching of *Sputnik*. (HGSS 5.1)
- examine the struggle for racial equality and the extension of civil rights during Eisenhower’s presidency. (HGSS 2.2, 3.1, 3.2)
- investigate how “The American Dream” was developing during the 1950s. (HGSS 3.2)
- evaluate Eisenhower’s foreign policy decisions involving Hungary, Cuba, Guatemala, Egypt, Iran, and Vietnam. (HGSS 1.2, 2.2)

Essential Questions

- How did the launch of *Sputnik* cause awe and fear? (HGSS 1.1)
- What was the impact of the *Brown* decision regarding the right to a public education in America? (HGSS 2.2)
- Did the spread of communism justify U.S. government action in the Cold War era? (HGSS 3.1)
- How did published media of the 1950s influence conformity and rebellion? (HGSS 4.2)
- In what ways did the relationship between the U.S. and Iran change under Eisenhower? (HGSS 5.1)

Ideas

- 1950s consumerism
- suburbs
- arms race
- domino theory
- brinkmanship
- massive retaliation
- military industrial complex
- television culture
- desegregation
- Eisenhower Doctrine

People

- Dwight Eisenhower
- Thurgood Marshall
- Earl Warren
- Martin Luther King, Jr.
- Rosa Parks
- Nikita Khrushchev
- Ngo Dinh Diem
- beatniks

Places/Institutions

- Dien Bien Phu
- CIA
- Warsaw Pact
- SEATO
- NASA
- OPEC
- SCLC

Events

- *Brown v. BOE* (1954)
- Little Rock Crisis
- Montgomery Bus Boycott
- Wichita Dockum Sit-In
- sit-in movement
- Suez Crisis
- *Sputnik*
- Geneva Accords (1954)
- U-2 incident
- Cuban Revolution

Pacing: 2-3 weeks (suggested)**Instructional Ideas**

- Philosophical Chairs Discussion on the controversies regarding nuclear science. (HGSS 1.2, 4.1)
 - 6 sources <https://drive.google.com/file/d/0B5JogWJnjWOxaUFFZ0hXNEhqek0/view?usp=sharing>
- *American Anthem* History and Geography supplemental text, Presidential Election of 1952. (HGSS 5.1)
- *American Anthem* Primary Source supplemental text, Integrating Central High School in Little Rock. (HGSS 2.2, 3.2)
- *American Anthem* Biography supplemental text, Allen Ginsberg (1926-1997). (HGSS 3.1)
- “Conver-Stations” discussions that investigate what happened to the economy as working class Americans accumulated discretionary income. (HGSS 1.1)
- Hot Seat Discussion evaluating CIA actions in Iran and Guatemala. (HGSS 1.2, 2.2, 2.4, 3.2, 5.1)
 - Research declassified documents on the CIA website regarding CIA operations during Eisenhower’s presidency.
- Character Corners Activity with the different people involved in the Little Rock Crisis or the Montgomery Bus Boycott. Incorporate different historical perspectives. (Character Corners is from AVID, The Write Path). (HGSS 5.1)
- Concentric Circles Discussion on suburbia as the new American Dream or nightmare. (HGSS 4.1, 5.1)
 - “The Mass-Produced Suburbs” 1953.
<https://drive.google.com/file/d/0B5JogWJnjWOxZWJES1ZlaXMxaXc/view?usp=sharing>
 - “The Crack in the Picture Window” 1956.
<https://drive.google.com/file/d/0B5JogWJnjWOxZzAzVlgxd0Eya1k/view?usp=sharing>
- Montgomery Bus Boycott lesson on Stanford History Education Group website. (HGSS 3.1, 3.2)
<http://sheg.stanford.edu/montgomery-bus-boycott>

On Demand Writing: Support or oppose Eisenhower’s decisions regarding Vietnam. (HGSS 3.2)

Additional Resources

- Gilder Lehrman Teaching Literacy through History Eisenhower Farewell Speech <https://www.gilderlehrman.org/history-by-era/postwar-politics-and-origins-cold-war/resources/dwight-d-eisenhower%E2%80%99s-farewell-address>
- War Room scene from Dr. Strangelove. <https://www.youtube.com/watch?v=5tP6BoJoaLs>
- “Awakenings” clip from PBS Eyes on the Prize.
- Chief Justice Warren’s opinion on *Brown v. Board*, 1954.
- John Kenneth Galbraith’s *The Affluent Society*, 1958.
- Presidential campaign commercials. <http://www.livingroomcandidate.org/>
- “How and why did the United States get involved in Guatemala?” lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/cold-war-guatemala>
- “Why did the Montgomery Bus Boycott succeed?” lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/montgomery-bus-boycott>
- “For those who were American housewives in the 1950s, was the ideal a fulfilling reality?” lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/women-1950s>

UNIT 4

1960-1963

American Anthem pages 526-540, 564-575, 601-602

Context

Kennedy's election proved to be symbolic of the changes that were to come in the 1960s. His "New Frontier" was proposed to find solutions to prejudice and poverty in the United States. The Civil Rights Movement gained momentum in the early sixties while Kennedy struggled to balance the movement with politics. Kennedy's charisma and style energized Americans and made them optimistic about the future in spite of the existence of communism in the world and of poverty in America. The Warren Court's decisions on segregation, rights of the accused, voting rights, and religious freedom divided many Americans. Kennedy continued the Cold War policies of Truman and Eisenhower while also trying to be flexible in dealing with several dangerous crises during his short term.

Content Objectives

The student will:

- analyze the role of political parties in the difficulty Kennedy experienced with Congress. (HGSS 3.2, 5.1)
- examine the struggle for racial equality and the extension of civil rights during Kennedy's presidency. (HGSS 2.2, 3.1, 3.2)
- investigate how "The American Dream" was developing during the early sixties. (HGSS 3.2)
- evaluate Kennedy's foreign policy decisions involving the Soviet Union, Cuba, and Vietnam. (HGSS 1.2, 2.2)
- evaluate the influence of the Space Race on the American economy. (HGSS 5.1)
- describe the way the Warren Court decisions expanded the rights of individuals. (HGSS 2.2)
- determine the success of Kennedy's New Frontier programs. (HGSS 1.1)

Essential Questions

- Why was the Kennedy administration unwilling to compromise on the withdrawal of the Soviet missiles in Cuba? (HGSS 1.2)
- Under what circumstances, if any, is civil disobedience justified? (HGSS 2.3, 2.4)
- Did the spread of communism justify U.S. government action in the Cold War era? (HGSS 3.2)
- How and why did baby-boom children enjoy privileges not available to their parents? (HGSS 4.1)
- How did the Peace Corps change the relationship between Americans and people in third world countries? (HGSS 5.1)

Ideas

- desegregation
- nonviolent protest
- Flexible Response
- New Frontier
- Alliance for Progress
- mandate
- space race
- Kennedy Doctrine

People

- John Kennedy
- Jacqueline Kennedy
- Robert Kennedy
- Nikita Khrushchev
- Fidel Castro
- Lee Harvey Oswald
- James Meredith
- activists
- freedom riders
- SNCC

Places/Institutions

- Albany
- Birmingham
- Cuba
- Berlin
- Peace Corps
- Warren Court

Events

- televised presidential debates
- Presidential Commission on the Status of Women
- Bay of Pigs Invasion
- Cuban Missile Crisis
- Berlin Wall
- Nuclear Test Ban Treaty
- March on Washington
- Diem assassination
- 23rd Amendment
- Kennedy Assassination
- The Children's March

Pacing: 2-3 weeks (suggested)

Instructional Ideas

- *American Anthem* History and Geography supplemental text, The Bay of Pigs. (HGSS 1.2)
- Create a cause and effect chart analyzing the role of political parties in the difficulty Kennedy experienced with Congress. (HGSS 3.2, 5.1)
- Socratic Seminar evaluating Kennedy’s foreign policy decisions involving the Soviet Union, Cuba, and Vietnam. (HGSS 1.2, 2.2)
- Fish Bowl Discussion evaluating the influence of the Space Race on the American economy. (HGSS 5.1)
- Philosophical Chairs about the interpretation of American responsibilities regarding progress and peace in “developing nations.” (HGSS 2.2, 2.4, 4.2, 4.4)
 - Kennedy’s Speech, November 2, 1960.
http://www.jfklibrary.org/Research/Research-Aids/JFK-Speeches/San-Diego-CA_19601102.aspx
 - Nixon’s Speech, November 6, 1960.
<http://www.presidency.ucsb.edu/ws/?pid=25327>
- Class Debate regarding the scope of the success of Kennedy’s New Frontier programs. (HGSS 1.1)
- Create a chart showing the different groups which emerged during the Civil Rights Movement. Include the groups, their goals, methods, and effects. This can be carried over to the Johnson Unit. (HGSS 2.2, 3.1, 3.2)
- Political cartoon analysis: Herblock *Washington Post* May 17, 1962. (HGSS 2.2, 4.2)
www.loc.gov/pictures/item/2003652660

On Demand Writing: Analyze President Kennedy’s legacy. (HGSS 3.2)

Additional Resources

- Gilder Lehrman Teaching Literacy through History Kennedy’s Inaugural Address <https://www.gilderlehrman.org/history-by-era/sixties/resources/jfk%E2%80%99s-inaugural-address>
- Gilder Lehrman Teaching Literacy through History Martin Luther King Jr.’s “I Have a Dream” Speech <https://www.gilderlehrman.org/history-by-era/civil-rights-movement/resources/king-i-have-dream-speech>
- King’s *Letter from a Birmingham Jail*, 1963.
- First televised presidential debate. <http://www.youtube.com/watch?v=QazmVHAO0os#t=13>
- Kennedy’s *Ich bin ein Berliner* speech, 1963. https://www.youtube.com/watch?v=MKP_IP8KNUg
- Betty Friedan’s *The Feminine Mystique*, 1963.
- Rachel Carson’s *Silent Spring*, 1962.
- Presidential campaign commercials. <http://www.livingroomcandidate.org/>
- “Why did the Russians pull their missiles out of Cuba?” lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/cuban-missile-crisis>
- “Was JFK a strong supporter of civil rights?” lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/civil-rights-act-1964>

UNIT 5

1963-1968

American Anthem pages 541-552, 570-571, 575-578, 580-592, 602-619, 632-660

Context

Many issues and problems became matters of national concern during the 1960s. While the postwar economic prosperity peaked, the nation faced social turbulence that turned into a social revolution. A politically conscious New Left, racial and gender strife, an increasingly controversial war in Vietnam, and student radicalism started to tear the nation apart. African Americans, Latinos, women, and college students all stood up against social, political, and economic inequality with varying degrees of success. Many young people began to reject the values of their parents by turning their backs on mainstream society in search of a new way of life. This era of protest and upheaval owed its origins to demographic and cultural shifts, such as the entrance of baby boomers into colleges and the black exodus from the South. The proud superpower began to learn its limits both in the jungles of Southeast Asia and on the streets at home.

Content Objectives

The student will:

- compare Kennedy's and Johnson's ability to pass legislation. (HGSS 1.2)
- examine the struggle for equality and civil rights during Johnson's presidency. (HGSS 2.2, 3.1, 3.2)
- explain how the African American civil rights movement inspired women, Indigenous Americans, Latinos, and college students to stand up against social, political, and economic inequality. (HGSS 2.2, 3.2, 4.2, 5.1)
- investigate why the idea of the "The American Dream" was questioned during the sixties. (HGSS 3.2)
- analyze the fractures in the Civil Rights Movement. (HGSS 5.1)
- investigate how conservatism began its transformation in the 1960s from an obscure fringe movement into a powerful national political force. (HGSS 1.1, 3.2, 4.2)
- evaluate Johnson's foreign policy decisions involving Vietnam. (HGSS 1.2, 2.2)
- evaluate the American public's reactions to Johnson's foreign policy decisions involving Vietnam. (HGSS 4.1)
- describe how the Warren Court expanded the rights of individuals. (HGSS 2.2)
- evaluate the costs and benefits of Johnson's Great Society policies. (HGSS 1.2)

Essential Questions

- Why did the U.S. decide to use chemical weapons in Vietnam? (HGSS 1.2)
- Under what circumstances, if any, is civil disobedience justified? (HGSS 2.3, 2.4)
- What affect did Johnson's War on Poverty have on Americans' beliefs about people in poverty? (HGSS 3.1)
- How did published media of the 1960s influence conformity and rebellion? (HGSS 4.2)
- Why did the U.S. become involved in Vietnam? In what ways did the Vietnam entanglement alter the U.S.'s role in the world? (HGSS 5.1, 5.3)

Ideas

- War on Poverty
- Great Society
- counterculture
- conscientious objector
- Black Power
- chemical warfare
- feminism
- Johnson Doctrine
- libertarianism

People

- Lyndon Johnson
- Barry Goldwater
- Betty Friedan
- Abby Hoffman
- César Chávez
- Dolores Huerta
- Malcolm X
- Stokely Carmichael
- doves & hawks
- draft dodgers

Places/Institutions

- Haight-Ashbury
- Nation of Islam
- Black Panthers
- Mississippi Freedom Democratic Party
- Students for a Democratic Society
- Ho Chi Minh Trail
- Warren Court
- draft

Events

- Warren Commission
- 1968 Democratic National Convention
- Poor People's Campaign
- 24th Amendment
- Gulf of Tonkin incident
- My Lai Massacre
- King's Assassination
- Tet Offensive
- passage of Civil Rights Acts of 1964 & 1965
- Freedom Summer
- Six-Day War

Pacing: 3-4 weeks (suggested)**Instructional Ideas**

- *American Anthem* Literature supplemental text, *The Feminine Mystique*. (HGSS 2.2)
- *American Anthem* U.S. Biography supplement text, Rachel Carson. (HGSS 2.2, 5.1)
- *American Anthem* U.S. Literature supplement text, *The Things They Carried*. (HGSS 5.2)
- Identify intended audience, context, motivations, and consequences of César Chávez’s speech in Delano, California. September 16, 1965. (HGSS 5.2) <http://latinopia.com/latino-history/plan-de-delano/>
- Concentric Circles Discussion about how the Civil Rights Movement inspired women, American Indigenous People, Latinos, and college students to stand up against social, political, and economic inequality. (HGSS 2.2, 5.1)
- Hot Seat Discussion justifying Johnson’s decisions. (HGSS 1.2, 2.2)
 - One-third of the class creates a cost/benefit chart of Johnson’s foreign policy decisions involving Vietnam then use the chart to ask questions about Johnson’s presidency.
 - One-third of the class creates a cost/benefit chart of Johnson’s Great Society policies then use the chart to ask questions about Johnson’s presidency.
 - One-third of the class creates a cost/benefit chart of Johnson’s actions regarding civil rights then use the chart to ask questions about Johnson’s presidency.
- Continue chart showing the different groups of the Civil Rights Movement started in the previous unit. (HGSS 3.1)
- Create a pamphlet showing how 4 major Warren Court decisions expanded the rights of individuals. Include: Constitutional Amendment considered, legal precedent established, society’s reaction, and application today for each of the following cases. *Brown v. Board of Education of Topeka* (1954), *Baker v. Carr* (1962), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966). (HGSS 2.2, 2.4)
- Compare intended audience, context, motivations, and consequences of Johnson’s message of August 5, 1964 with George W. Bush’s message of March 19, 2003. (HGSS 1.2, 4.1, 5.1, 5.2)
 - Johnson’s Message of August 5, 1964. http://www.pbs.org/wgbh/amex/honor/filmmore/ps_tonkin.html
 - Bush’s Message of March 19, 2003. <https://georgewebush-whitehouse.archives.gov/news/releases/2003/03/20030319-17.html>
- Make a VENN diagram comparing photographs of the 1936 Olympic Gold Medal Ceremony of Jesse Owens with 1968 Olympic Gold Medal Ceremony of Tommie Smith and John Carlos. (HGSS 2.2)
- Make a VENN diagram comparing lyrics and recordings of “Eve of Destruction” (1965) by Barry McGuire with “Dawn of Correction” (1965) by The Spokesmen. (HGSS 3.1)

On Demand Writing: Compare and contrast the Mexican Independence of 1810 and farm workers movement of the 1960s. (HGSS 4.1, 5.1)

Additional Resources

- Gilder Lehrman Teaching Literacy through History The Civil Rights Movement: Dr. Martin Luther King Jr. and Malcolm X <https://www.gilderlehrman.org/history-by-era/civil-rights-movement/resources/civil-rights-movement-king-and-malcolm-x>
- Malcolm X on Human Rights, July 1964 in Cairo. <https://www.youtube.com/watch?v=mzjn11OGBK8>
- Rodolfo Gonzáles, “I am Joaquín.” 1967. <http://www.latinamericanstudies.org/latinos/joaquin.htm>
- Teaching the Vietnam Era lesson plans. <http://www.vvmf.org/teaching-the-vietnam-era>
- DBQ Project: Martin Luther King, Jr. and Malcolm X.
- DBQ Project: What made César Chávez an Effective Leader?
- Presidential campaign commercials. <http://www.livingroomcandidate.org/>
- “Was the Great Society successful?” lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/great-society>
- “Was the U.S. planning to go to war with North Vietnam before the Gulf of Tonkin Resolution?” lesson plan. Stanford History Education Group. <https://sheg.stanford.edu/gulf-tonkin-resolution>

UNIT 6

1968-1976

American Anthem pages 620-630, 634-655, 666– 680

Context

The Nixon administration re-conceptualized older foreign policy assumptions. Nixon sought détente with the Soviet Union and recognized China as a significant world power. In response to the social unrest of the early 1960s, the end of the decade was characterized by a call for social order. He sought to curb the civil liberties trend the Supreme Court established during the late 1950s and early 1960s. Public attention turned to high inflation, oil shortages, rising unemployment, foreign economic competition, and limited growth. Concern about the economy was coupled with the crisis in authority precipitated by the expansion of the war in southeast Asia and the Watergate affair. Gerald Ford, the only unelected president, faced the very difficult task of rebuilding Americans' confidence in the presidency in the wake of Nixon's resignation, a continuing stagnant economy, and the fall of South Vietnam to communism.

Content Objectives

The student will:

- analyze the context of the times when Nixon acted as a conservative and as a liberal. (HGSS 1.2)
- explain how women, Indigenous Americans, Latinos, and college students continued the struggle against inequality during Nixon's presidency. (HGSS 2.2, 3.1, 3.2)
- investigate how conservatism continued its transformation into a powerful national political force. (HGSS 1.1, 3.2, 4.2)
- investigate what happened to the idea of the "The American Dream." (HGSS 3.2)
- evaluate Nixon's foreign policy decisions involving Vietnam, China, the Soviet Union, Israel, Egypt, and Syria. (HGSS 1.2, 2.2)
- evaluate the social and political conditions that led to the Kent State and Jackson State shootings from multiple perspectives. (HGSS 3.2)
- determine why Americans developed a new environmental awareness. (HGSS 5.2)
- assess the effects of the oil embargo on the U.S. economy. (HGSS 1.1)
- examine how a free press and constitutional checks and balances functioned to help keep members of the government in check. (HGSS 2.1, 5.1)

Essential Questions

- Why did President Gerald Ford feel compelled to comply with a full-scale investigation on the activities of the CIA? (HGSS 1.2)
- What laws did Congress pass after Watergate in an attempt to define presidential rights and responsibilities? (HGSS 2.2)
- What were the potential (or actual) pitfalls of détente? (HGSS 3.1)
- What was the public's state of mind as revealed in their attitudes toward their institutions, their heritage, and their future? (HGSS 4.2)
- What events prompted Students for a Democratic Society and other student groups to shift their attention from domestic issues to anti-war activities? (HGSS 5.1)

Ideas

- silent majority
- southern strategy
- impeachment
- executive privilege
- Equal Rights Amendment
- Vietnamization
- détente
- realpolitik
- U.S. Indian Policy
- Nixon Doctrine
- New Federalism

People

- Richard Nixon
- Russell Means
- Henry Kissinger
- Phyllis Schlafly
- Rachel Carson
- Betty Friedan
- Leonid Brezhnev
- Mao Zedong

Places/Institutions

- CREEP
- EPA
- Title IX
- AIM
- Cambodia
- NOW
- Taiwan
- OPEC

Events

- 1968 Presidential Election
- Woodstock Music and Art Fair
- fall of Saigon
- *Roe v. Wade* (1973)
- Nixon's resignation
- Pentagon Papers
- 26th Amendment
- War Powers Act
- Yom Kippur War
- moon landing

Pacing: 3-4 weeks (suggested)**Instructional Ideas**

- *American Anthem* U.S. History and Geography supplement text, Presidential Elections, 1968 and 1972. (HGSS 4.1)
- *American Anthem* U.S. Primary Source supplement text, Gloria Steinem in Support of the ERA. (HGSS 2.2)
- Snowball Discussion of motivations for Nixon’s Southern Strategy (HGSS 1.2).
 - “Nixon’s Southern Strategy: It’s All in the Charts.” *New York Times*, May 17, 1970. Paragraph 24 (starts with “On Negroes and the G.O.P”....).
<http://www.nytimes.com/packages/html/books/phillips-southern.pdf>
- Identify the intended audience, context, motivation, and purpose of “Keep America Beautiful” PSA. (HGSS 2.2)
 - “Keep America Beautiful” Public Service Announcement (Iron Eyes Cody) 1971.
<http://www.youtube.com/watch?v=j7OHG7tHrNM>
- Identify the intended audience, context, motivation, and purpose of Jimi Hendrix performance of “The Star Spangled Banner” at Woodstock. (HGSS 1.2, 3.1)
 - “The Star Spangled Banner” 1969 <https://www.youtube.com/watch?v=TKAwPA14Ni4>
- Create a chart showing how women, American Indigenous People, Latinos, and college students continued the struggle against inequality during Nixon’s presidency. Include the groups, their goals, methods, and effects. (HGSS 2.2, 3.1, 3.2)
- Make a VENN diagram comparing Nixon’s New Federalism to Johnson’s Great Society. (HGSS 2.2, 4.2)
- “Conver-Stations” discussions that assess the effects of the oil embargo on the U.S. economy. (HGSS 1.1)
- Create a timeline of U.S. policies regarding American Indigenous People. (HGSS 4.1, 5.2, 5.3)
- Foldable on Movement for Latino Rights: Use *American Anthem* pp. 644-649. Sections: Alianza, Crusade for Justice, MAYO, La Raza Unida Party, The Brown Berets, Boricua Movement, Cuban Americans. (HGSS 1.2, 2.1, 2.2, 2.3)
- 1-pager and Gallery Walk: Use *American Anthem* pp. 668-671. Sections: Nixon’s Environmentalism, Henry Kissinger and realpolitik, The Establishment of Détente, Nixon in China, Trouble in the Middle East and Oil Embargo. (HGSS 1.2, 2.2, 3.1, 4.1, 5.2)
- Watergate lesson plan on PBS regarding the limits of presidential power. (HGSS 2.1, 5.1)
http://www.pbs.org/newshour/extra/lessons_plans/watergate-lesson-plan-the-limits-of-presidential-power/

On Demand Writing: Should the U.S. ratify the Equal Rights Amendment? (HGSS 1.4, 2.4)

Additional Resources

- President Richard Nixon speech, November 3, 1969. <http://www.youtube.com/watch?v=IXYAg9mhlmM>
- President Richard Nixon speech, April 30, 1970. <http://www.youtube.com/watch?v=rDSsDBieVGE>
- Crosby, Stills, Nash & Young, *Ohio*. 1971.
- Justice Harry Blackmun, *Roe v. Wade* decision, 1973.
- DBQ Project: Why was the Equal Rights Amendment Defeated?
- Economics: Institutions and Analysis (black paperback textbook) page 527.
- Presidential campaign commercials. <http://www.livingroomcandidate.org/>
- *Time Magazine* May 4, 2015 article “How LIFE Magazine Covered the Kent State Shootings.”
<http://time.com/3839195/life-magazine-kent-state/>
- “Why did many Americans oppose the Vietnam War?” lesson plan. Stanford History Education Group.
<https://sheg.stanford.edu/anti-vietnam-war-movement>

UNIT 7

1976-1980

American Anthem pages 681-690

Context

Jimmy Carter used his reputation for honesty to win the presidency in 1976, but he soon met challenges that required other qualities as well. Carter took office during a period of international stagflation, which persisted throughout his term. Increased foreign economic competition, oil shortages, rising unemployment, and high inflation made Americans aware that even the world's leading superpower would have to adjust to a fast-changing, less manageable world. Carter established a national energy policy that included conservation, price control, and new technology. In foreign affairs, Carter was guided by his central value of human rights. He pursued the Camp David Accords, the Panama Canal Treaties, and the second round of Strategic Arms Limitation Talks. The end of his presidential tenure was marked by the Iran hostage crisis, the 1979 energy crisis, the Three Mile Island nuclear accident, the Soviet invasion of Afghanistan, and the only U.S. Olympic boycott in history.

Content Objectives

The student will:

- investigate how immigrants viewed the “The American Dream.” (HGSS 3.2)
- evaluate Carter’s foreign policy decisions involving Panama, Egypt, Israel, Iran, Afghanistan, and the Soviet Union. (HGSS 1.2, 2.2)
- determine why Americans’ environmental awareness was growing. (HGSS 5.2)
- explain why energy was at the center of so many of the challenges facing the U.S. (HGSS 5.1, 5.2)
- compare Carter’s focus on human rights to the policy of realpolitik used by Nixon and Ford. (HGSS 1.2)
- explore intended and unintended consequences of deregulation under Carter. (HGSS 1.3)
- explain how the struggle against inequality continued during Carter’s presidency. (HGSS 2.2, 3.1, 3.2)

Essential Questions

- Why was the U.S. embassy in Tehran taken over, and what was the American reaction? (HGSS 1.2)
- How did the pardoning of draft dodgers change some interpretations of Americans’ rights and responsibilities? (HGSS 2.2)
- Why were Americans developing a sense of limitations about the power and stature of the U.S.? (HGSS 3.2)
- In what ways did the relationship between the U.S. and Iran change under Carter? (HGSS 4.1)
- Why did the Soviet Union decide against invading Afghanistan in March and for invading in December 1979? (HGSS 5.2)

Ideas

- inflation
- stagflation
- America Held Hostage
- embargo
- human rights
- gay rights
- Carter Doctrine

People

- Jimmy Carter
- Ayatollah Khomeini
- Anwar Sadat
- Menachem Begin
- Ralph Nader
- Harvey Milk

Places/Institutions

- Panama Canal
- Love Canal
- Three Mile Island
- Afghanistan
- Department of Energy
- Department of Education
- OPEC

Events

- Camp David Accords
- SALT
- *Regents of the University of California v. Bakke* (1978)
- amnesty of draft dodgers
- boycott of 1980 Olympics

Pacing: 2 weeks (suggested)**Instructional Ideas**

- Identify the intended audience, context, motivation, and purpose of Milk’s message of June 24 1977. **(HGSS 3.1)**
 - Harvey Milk, *You’ve Got to Have Hope*. June 24, 1977.
<http://voicesofdemocracy.umd.edu/milk-youve-got-to-have-hope-speech-text/> Paragraphs 44-50.
- Mark the Text and Write in the Margin with article “A look at U.S.-Iran ties leading up to nuclear pact.” Pinwheel Discussion examining the continuity and change within the relationship between the U.S. and Iran. **(HGSS 4.2, 4.3)**
 - “A look at U.S.-Iran ties leading up to nuclear pact.” *Associated Press* November 23, 2013.
<http://news.yahoo.com/look-us-iran-ties-leading-nuclear-pact-031550757.html>
- *American Anthem* U.S. Primary Source supplement text, An American Hostage in Iran. **(HGSS 5.1)**
- *American Anthem* U.S. Biography supplement text, Barbara Jordan. **(HGSS 2.2)**
- *American Anthem* U.S. Biography supplement text, Lois Gibbs. **(HGSS 5.1)**
- Socratic Seminar evaluating Carter’s foreign policy decisions involving Panama, Egypt, Israel, Iran, Afghanistan, and the Soviet Union. **(HGSS 1.2, 2.2)**
- Think, Pair, Share questions about Jimmy Carter’s Crisis of Confidence speech. **(HGSS 1.2)**
 - Jimmy Carter, *Crisis of Confidence*. July 15, 1979.
<https://www.youtube.com/watch?v=1IIRVY7oZ58>
- Philosophical Chairs Discussion comparing Carter’s focus on human rights to the policy of realpolitik used by Nixon and Ford. **(HGSS 1.2)**
- Iranian Hostage Webquest. http://www.presidentialtimeline.org/#/educators/JEC/hostagecrisis_wq **(HGSS 1.2, 3.2)**
- Research the Depository Institutions Deregulation and Monetary Control Act (1980) and its progression and consequences from 1980 to the 2007 subprime mortgage housing crisis. **(HGSS 1.3)**
- Socratic Seminar: What is the responsibility of the government in managing environmental crises? **(HGSS 2.3, 2.4)**

On Demand Writing: Did the ideas expressed in “For America to Live, Europe Must Die” do more to help or hurt the cause of American Indigenous People? **(HGSS 3.3)**

- Russell Means. July 1980 speech at Black Hills International Survival Gathering. “For America to Live, Europe Must Die.”
<https://drive.google.com/file/d/0B5JogWJnjWOxeExuSXFrr3lrYUE/view?usp=sharing>

Additional Resources

- Jimmy Carter Presidential Library. <http://www.jimmycarterlibrary.gov/>
- PBS American Experience, Jimmy Carter. <http://www.pbs.org/video/1049390462>
- Who’s Got Rights? An Introduction to Human Rights and Human Rights Defenders.
http://www.cartercenter.org/documents/teacher_resource_ctr/high/whos_got_rights.pdf
- <http://millercenter.org/president/carter>
- Presidential campaign commercials. <http://www.livingroomcandidate.org/>
- Learning from Harvey Milk: Building Support and Coalitions for Change.
http://safeschoolscoalition.org/HarveyMilkDay/HarveyMilk_Mills%20Curriculum.pdf

UNIT 8

1980-1988

American Anthem pages 692-706, 714-722

Context

While the social and cultural changes of the 1960s affected life-trends in the 1970s and 1980s, political views galvanized in the form of a backlash of political conservatism. Ronald Reagan won the presidency by appealing to a discontented electorate with a reassertion of American pride. The New Right characterized by traditional values, including evangelical Christianity, became embodied in political life. Reagan promoted an agenda including changing the priorities of the national government, stronger military, lower taxes, and fewer social programs. Although his policies curbed inflation, they also caused budget deficits and a mounting national debt. Reagan took a hard line with the Soviet Union and communism around the world and announced a major shift in U.S. strategic doctrine in 1983, when he called for the construction of a space-based defense system against intercontinental ballistic missiles. The Reagan administration faced congressional opposition to its Central American policies leading to the scandalous Iran-Contra affair. Unlike previous scandals, it seemed to have little effect on the American public's regard for the presidency. At the end of Reagan's second term, polls showed that two-thirds of the American public approved of his conduct in office.

Content Objectives

The student will:

- investigate how conservatism continued its transformation into a powerful national political force. (HGSS 1.1, 3.2, 4.2)
- summarize the political and religious coalition that brought Reagan to the presidency. (HGSS 3.2)
- evaluate Reagan's foreign policy decisions involving Latin America, the Middle East, China, and the Soviet Union. (HGSS 1.2, 2.2)
- investigate what happened to the idea of the "The American Dream." (HGSS 3.2)
- analyze the developments in technology, global communication, and transportation. (HGSS 4.1)
- examine how a free press and constitutional checks and balances functioned to help keep members of the government in check in the 1980s. (HGSS 5.1)
- explore intended and unintended consequences of deregulation of the environment, health care, the work place, and consumer protection. (HGSS 5.1)
- investigate the changing federal policies on immigration and the public's reaction. (HGSS 1.1, 3.1)

Essential Questions

- What were the consequences of Reagan's massive military buildup on the safety of the world? (HGSS 1.1)
- How does Reagan's record on human rights compare to Carter's? (HGSS 2.1)
- What did Ronald Reagan see as the main role for the United States in the world? (HGSS 3.1)
- How did Reagan's election shuffle traditional American political patterns? (HGSS 4.1)
- How was the American Dream changed by the 1980s fascination with and concerns about wealth? (HGSS 5.1)

Ideas

- Reagan Doctrine
- Reaganomics
- neoconservatism
- glasnost
- perestroika
- budget deficit
- evil empire
- Strategic Defense Initiative
- reverse discrimination
- Reagan Doctrine

People

- Ronald Reagan
- Moral Majority
- Sandra Day O'Connor
- Mikhail Gorbachev
- Oliver North
- yuppies
- Geraldine Ferraro
- James Brady
- John Hinckley, Jr.

Places/Institutions

- El Salvador
- Nicaragua
- Grenada
- Haiti
- South Africa
- Lebanon
- Libya
- China
- the War on Drugs
- Taxpayer Protection Pledge

Events

- Iran-Contra scandal
- INF Treaty
- *New Jersey v. TLO* (1985)
- AIDS outbreak
- Challenger tragedy
- amnesty of undocumented workers (1986)
- launch of MTV

Pacing: 4-5 weeks (suggested)**Instructional Ideas**

- Philosophical Chairs regarding the contemporary influence of the Tax Payers Protection Pledge. (HGSS 5.3)
 - “Norquist’s Tax Pledge: What It Is and How It Started.” *ABC News* November 26, 2012. <http://abcnews.go.com/blogs/politics/2012/11/norquists-tax-pledge-what-it-is-and-how-it-started/>
 - “It’s the Spending, Stupid!” *Creators Syndicate, Inc.* December 19, 2012. <https://www.creators.com/read/john-stossel/12/12/it-s-the-spending-stupid>
- *American Anthem* U.S. Biography supplement text, Oliver North. (HGSS 1.2, 5.1)
- *American Anthem* U.S. Primary Source supplement text, Ronald Reagan Accepts the Republican Party Nomination. (HGSS 3.1)
- *American Anthem* U.S. History and Geography supplement text, The Reagan Doctrine. (HGSS 4.1, 5.1)
- *American Anthem* U.S. History and Economics supplement text, The Federal Budget Deficit. (HGSS 1.1, 4.1)
- Socratic Seminar Discussion about President Reagan’s legacy. Split the class into 5 groups and assign each article to a different group. (HGSS 3.3, 3.4)
 - “Pragmatic Reagan?” *National Review* June 9, 2004. <http://www.nationalreview.com/article/211024/pragmatic-reagan-jonah-goldberg>
 - “Ronald Reagan and the prickly art of compromise” *The Hill* March 9, 2011.
 - “How Reagan was Compromised” *Forbes* September 2, 2012. <http://www.forbes.com/sites/richardgrant/2012/09/02/how-reagan-was-compromised/#57ff464476ae>
 - “Reagan Was a Master of the Art of Compromise” *The New York Times* November 13, 2012. <http://www.nytimes.com/roomfordebate/2012/06/11/could-ronald-reagan-lead-todays-gop/reagan-was-a-master-of-the-art-of-compromise>
 - “The Wrong Lessons From Reagan” *U.S. News and World Report* May 8, 2015. <http://www.usnews.com/news/the-report/articles/2015/05/08/reagans-lesson-for-the-gop-compromise-and-have-broad-appeal>
- Make a map showing the places where the Reagan Doctrine was implemented during the eighties. Write a compare and contrast analysis by region. (HGSS 5.1)

On Demand Writing: Evaluate Reagan’s economic policies. (HGSS 3.2)

Additional Resources

- Ronald Reagan Inaugural Address, 1980.
- Ronald Reagan speech at the Brandenburg Gate, June 12, 1987.
- Oliver North Congressional hearing. https://www.youtube.com/watch?v=IU_Ve_dbkP0
- *New Jersey v. TLO* decision.
- Economics: Institutions and Analysis (black paperback textbook) page 456.
- Ronald Reagan speech to the House of Commons regarding the Solidarity Movement in Poland, 1982.
- Ronald Reagan speech to the National Association of Evangelicals, 1983. (Evil Empire Speech) Paragraph 48. (starting with “So I urge you”...) <http://www.nationalcenter.org/ReaganEvilEmpire1983.html>
- Presidential campaign commercials. <http://www.livingroomcandidate.org/>

UNIT 9

1988-1992

American Anthem pages 707-722

Context

In 1988, Bush ran a successful campaign to succeed Reagan as President, defeating Democratic opponent Michael Dukakis. In regard to foreign affairs, President Bush seemed to be in the right place and the right time: the Cold War came to an end, the Soviet Union disintegrated, and Operation Desert Storm became America's greatest military triumph since World War II. Although Bush made many pre-election promises concerning the national deficit, taxes, education, the war on drugs, crime, homelessness, the environment, poverty, and world peace, he was unable to follow through. In the wake of a weak recovery from an economic recession, along with continuing budget deficits, he lost the 1992 presidential election to Democrat Bill Clinton.

Content Objectives

The student will:

- explain the impacts that deregulation had on the economy and the environment. (HGSS 5.1)
- discuss America's shift from a manufacturing to a service economy. (HGSS 4.1)
- investigate the chain of events that led to the collapse of the Soviet Empire. (HGSS 1.1)
- discover the causes of the revolutions of eastern Europe. (HGSS 1.2)
- determine the factors (political and otherwise) that interfered with Bush keeping his campaign promises. (HGSS 1.2)
- draw connections between the theory of human rights and the Tiananmen Square massacre, the revolutions of eastern Europe, and the United Nation's Security Council Resolution 666. (HGSS 1.2, 2.2)
- analyze the Federal Reserve's role in the changing U.S. economy. (HGSS 1.1, 5.1)
- explain how the struggle against inequality continued during Bush's presidency. (HGSS 2.2, 3.2, 4.2)

Essential Questions

- How were the consequences of continuing deregulating policies different than the intended goals? (HGSS 1.1)
- How did Bush encourage Americans to demonstrate their civic responsibilities through volunteerism? (HGSS 2.2)
- Why did the Communist authorities in China crack down on the opposition in 1989? (HGSS 3.2)
- How did the focus of United States foreign policy shift after the end of the cold war? (HGSS 4.2)
- How did the coup attempt against Gorbachev in 1991 actually speed up the Soviet collapse? (HGSS 5.1)

Ideas

- Iron Curtain
- Thousand Points of Light
- human rights
- recession
- working poor

People

- George Bush
- Saddam Hussein
- Clarence Thomas
- Rodney King
- Norman Schwarzkopf
- Colin Powell
- Boris Yeltsin
- Nelson Mandela
- Lech Walesa

Places/Institutions

- Panama
- Kuwait
- START treaties
- Federal Reserve
- China

Events

- Savings & Loan bailout
- Exxon Valdez oil spill
- Fall of the Berlin Wall
- Persian Gulf War
- German reunification
- Operation Restore Hope
- Velvet Revolution
- *Texas v. Johnson* (1989)
- Americans with Disabilities Act (1990)

Pacing: 2 weeks (suggested)

Instructional Ideas

- *American Anthem* U.S. Biography supplement text, Mae Jemison. (HGSS 4.1)
- Make a VENN diagram comparing the end of communism in East Germany to its end in Poland. (HGSS 4.1)
- Create a cause and effect chart that explains the impacts that deregulation had on the economy and the environment. (HGSS 5.1)
- Fish bowl discussion about America’s shift from a manufacturing to a service economy. (HGSS 4.1, 4.3)
- Create a story board of the chain of events that led to the collapse of the Soviet Empire. (HGSS 1.1, 1.2)
- Create visual representations using images and symbols only (no words) of the factors (political and otherwise) that interfered with Bush keeping his campaign promises. (HGSS 1.2)
- Affinity Mapping activity to draw connections between the theory of human rights and the Tiananmen Square massacre, the revolutions of eastern Europe, and the United Nations Security Council Resolution 666. (HGSS 1.2, 2.2)
 - United Nations Security Council Resolution 666.
[http://undocs.org/S/RES/666\(1990\)](http://undocs.org/S/RES/666(1990))
- Political Cartoon Analysis: George H. W. Bush “Try Our Double Dip.” (HGSS 4.1, 5.2)
<http://www.celinaschools.org/Downloads/Ch%2032%20-%20Double.pdf>
- “Conver-Stations” discussions that investigate the long-term effects of appointing conservative justices to the Supreme Court. (HGSS 5.2, 5.3)
- Make a map showing the political changes that have taken place in Europe since the fall of Communism. (HGSS 5.2)
- Create a timeline of American Cold War foreign policy from 1945 to 1990. (HGSS 2.2)

On Demand Writing: Compare and contrast the crisis in the Persian Gulf with the crises of the Cold War. (HGSS 1.2, 5.1)

Additional Resources

- George H. W. Bush Acceptance Speech, 1988 Republican National Convention.
<http://www.presidency.ucsb.edu/ws/?pid=25955>
- George H.W. Bush, *Aggression in the Gulf: A Partnership of Nations*. September 11, 1990.
<http://www.presidency.ucsb.edu/ws/?pid=18820>
- Video clips regarding Tiananmen Square, Exxon Valdez, Velvet Revolution
- *New York Times*, “Troops Attack and Crush Beijing Protest; Thousands Fight Back, Scores Are Killed” June 4, 1989. <http://www.nytimes.com/1989/06/04/world/crackdown-beijing-troops-attack-crush-beijing-protest-thousands-fight-back.html?pagewanted=all>
- “China: Aftermath of the Crisis” *State Department Bureau of Intelligence and Research*. July 27, 1989.
<http://nsarchive.gwu.edu/NSAEBB/NSAEBB16/documents/36-04.htm>
- Presidential campaign commercials. <http://www.livingroomcandidate.org/>
- Bush’s Statement on Signing the Americans with Disabilities Act, 1990. Paragraphs 6-8.
http://www.eeoc.gov/eeoc/history/35th/videos/ada_signing_text.html

UNIT 10

1992-2000

American Anthem pages 726-732

Context

Bill Clinton was elected president in 1992, defeating incumbent George H. W. Bush. Clinton presided over the longest period of peacetime economic expansion in American history, and signed into law the North American Free Trade Agreement. After failing to meet the Democratic Party's campaign promise of national health care reform, the Democratic House was ousted when the Republican Party won control of the Congress in 1994, for the first time in 40 years. Two years later however, Clinton became the first Democrat since Franklin D. Roosevelt to be re-elected. He worked with Democrats and moderate Republicans to pass welfare reform related to education, job training, and health programs for children. In 1998, he was impeached for perjury before a grand jury and obstruction of justice during a lawsuit against him, both related to a scandal involving a White House intern. He was acquitted by the U.S. Senate and served his complete term of office. The Congressional Budget Office reported a budget surplus between the years 1998 and 2000, the last three years of Clinton's presidency. Clinton left office with the highest end-of-office approval rating of any U.S. president since World War II.

Content Objectives

The student will:

- assess the reasons for the changes to welfare programs. **(HGSS 1.2)**
- explain the controversies regarding universal health care. **(HGSS 1.2, 2.2)**
- analyze the developments in technology and global communication. **(HGSS 4.1, 4.2)**
- evaluate Clinton's foreign policy decisions involving Haiti, Somalia, Rwanda, and Bosnia. **(HGSS 1.2, 2.2)**
- examine how the "American Dream" is different for individuals based on personal and cultural experiences. **(HGSS 3.2)**
- determine the factors (political and otherwise) that allowed for a balanced budget during Clinton's administration. **(HGSS 4.1, 4.2)**
- investigate American societies' changing worldview as violence in media increased. **(HGSS 4.1, 5.1)**
- analyze the global political circumstances which led to the Declaration of Human Duties and Responsibilities. **(HGSS 2.2)**
- evaluate the costs and benefits of a foreign policy that promotes the globalization and free trade around the world. **(HGSS 1.3, 1.4)**

Essential Questions

- Why did Americans elect a Republican congress in the 1994 mid-term elections? How did this effect the Clinton presidency? **(HGSS 1.2)**
- What responsibilities do Americans have in protecting and promoting human rights around the world? **(HGSS 2.4)**
- Why did organized labor, farmers, and environmentalists fear NAFTA, while the Clinton administration pushed for it? **(HGSS 3.2)**
- How did affirmative action policies under Clinton compare to those of Johnson's administration? **(HGSS 4.1)**
- How did the post-Cold War atmosphere create a more complicated and dynamic world for Clinton to navigate? **(HGSS 5.1)**

Ideas

- Declaration of Human Duties and Responsibilities
- Contract with America
- outsourcing
- global warming
- pork barrel legislation
- terrorism
- impeachment
- New Green Revolution
- centrist
- government surplus
- Clinton Doctrine

People

- Bill Clinton
- Hillary Clinton
- Al Gore
- Ross Perot

Places/Institutions

- EU
- NAFTA
- WTO
- Bosnia
- Somalia
- Rwanda
- Haiti

Events

- Waco siege and investigation
- Oklahoma City bombing
- World Trade Center bombing (1993)
- Rwandan genocide
- Columbine High School shooting
- Oslo Accords
- Omnibus Budget Reconciliation Act (1993)
- "Don't Ask, Don't Tell" policy
- Dot-com bubble

Pacing: 4-5 weeks (suggested)**Instructional Ideas**

- *American Anthem* Economics and History supplement text, The Federal Budget Deficit and Shopping on the Internet. (HGSS 4.1, 4.2)
- Graphic Organizer of the motivations and the societal affects of the following national tragedies: the Oklahoma City bombing, 1993 World Trade Center bombing, Waco siege, and Columbine shooting. (HGSS 4.1, 5.1)
- Frayer Models of Bosnia, Kosovo, Somalia, and Rwanda. Center is location and dates. Quadrants are: What was happening? What did the U.S. do about it? Why was the U.S. action justified? Why was the U.S. action not justified? (HGSS 1.2, 2.2)
- Philosophical Chairs on the controversies regarding universal health care. (HGSS 3.4, 4.3, 4.4)
- Socratic Seminar evaluating Clinton’s foreign policy decisions involving Bosnia, Somalia, Haiti, and Rwanda. (HGSS 1.2, 2.2)
- Mark the Text and Write in the Margin with article “How the World Perceives the New American Dream.” Pinwheel Discussion examining how the “American Dream” is different for individuals based on personal and cultural experiences. (HGSS 3.2, 3.4)
 - “How the World Perceives the New American Dream.” *Atlantic Magazine* October 10, 2015.
<http://www.theatlantic.com/international/archive/2015/10/american-dream-world-diplomacy/410080/>
- Whip Around Discussion about the global political circumstances which led to the Declaration of Human Duties and Responsibilities. (HGSS 2.2, 2.3, 2.4)
 - Declaration of Human Duties and Responsibilities.
<http://interactioncouncil.org/universal-declaration-human-responsibilities>
- Reader’s Theater and summary writing about the controversies associated with globalization. (HGSS 1.3, 1.4)
 - “Why is Globalization so Controversial?” Lesson from Council for Economic Education.
http://www.econedlink.org/interactives/tools/globalization-video-lesson1/1-56183-635-4_01.pdf

On Demand Writing: Evaluate the ideologies of Presidents Reagan and Clinton regarding international trade. (HGSS 5.1, 5.2)

- Reagan Presidential Proclamation 5160 concerning World Trade Week.
<http://www.reaganlibrary.archives.gov/archives/speeches/1984/31584c.htm>
- Clinton Presidential Proclamation 6563 concerning World Trade Week.
<http://www.gpo.gov/fdsys/pkg/STATUTE-107/pdf/STATUTE-107-Pg2661.pdf> Paragraphs 3-5, 8-10.

Additional Resources

- Republican National Committee, *Contract with America*, 1994.
<http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2014/CONTRAC7.PDF>
- NAFTA preamble. <http://www.sice.oas.org/trade/nafta/preamble.asp>
- *Declaration of Principles on Interim Self-Government Arrangements*, September 13, 1993. (Oslo Accords).
<http://www.unsco.org/Documents/Key/Declaration%20of%20Principles%20on%20Interim%20Self-Government%20Arrangements.pdf>
- Presidential campaign commercials. <http://www.livingroomcandidate.org/>
- Clinton’s *Remarks to AmeriCorps Volunteers*, September 11, 1994.
<http://www.presidency.ucsb.edu/ws/index.php?pid=49064>
- STEM AmeriCorps Webpage
<http://www.nationalservice.gov/special-initiatives/task-force-expanding-national-service/stem-ameri-corps>

