

Course: U.S. History II
Unit #6: The Emergence of Modern America

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}
<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

- *6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.*

- *6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.*

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

• 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

• 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.

• 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

• 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

• 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

• 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

• 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political

contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

- *6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.*

- *6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.*

6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

- *6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.*

- *6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.*

- *6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.*

- *6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.*

- *6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.*

- *6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.*

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues

in science, medicine, and business that arise from the global use of new technologies.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of

African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 *Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.*

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 *A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.*

Transfer Goal:

Students will be able to independently and collaboratively apply their learning from past and present day events to draw conclusions and problem solve about the political, economic, and cultural formation of 21st century America and its responsibility as a global power.

As aligned with LRHSD long term learning goal(s):

1. Choose and analyze appropriate sources to gain content knowledge
2. Apply acquired content to connect past and present day events
3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that. . .

EU 1

Essential Questions

EU 1

- How has technology affected economic, social, cultural & political change over the last three decades?

advancements in technology along with investments in capital goods and human capital increase economic growth and standards of living.

EU 2

numerous social and political inequalities create a need for reform in America and active citizenry and democracy are the pathway to reform.

EU 3

American society and public policy are influenced by conflicting political, economic, social, & military ideologies, both at home and abroad.

- How has America developed into a global economic and military superpower by the 21st century?
- What are the political, economic, and cultural effects of globalization on the United States?

EU 2

- What issues of the late 20th century led to reform movements of the 21st century?
- To what extent did modern Presidents further the goals of these reform movements?
- To what extent were/are these modern reform movements successful?

EU 3

- How does public opinion influence American political policy?
- How can a democratic government promote patriotism and protect national security while protecting constitutional rights during times of crisis?
- How does US government policy and public opinion reinforce restrictions to individual freedoms?
- How has the United States immigration policy evolved?
- What responsibility does the United States have in protecting human rights around the world?
- How does the United States' relationship with other countries affect global issues?
- What policy should the United States have towards fighting terrorism?

EU 4

the causes and outcomes of war are dependent upon many factors, including military techniques and strategies as well as political, economic, and social influences.

EU 5

the environment is both an agent of change as well as a recipient of change.

EU 6

citizens' perspectives are shaped and influenced by the media.

EU 4

- What powers do the Congress and the President have when it comes to declaring and commanding military action?
- What factors constitute a “just” war?
- To what extent were American policies responsible for the collapse of the Soviet Union and the end of the Cold War?

EU 5

- To what extent should the government be able to limit individual rights in favor of environmental concerns?
- What role does the United States play, as a global power, in creating environmental sustainability?
- How have US environmental policies evolved over the past 30 years?

EU 6

- How is social media an effective tool to reform American society and politics?
- How does the interpretation of media shape opinions?
- What are the positive and negative effects of different forms of media?

Knowledge

Students will know . . .

EU 1

- economic trends such as income distribution, employment levels, and government and consumer debt have had an impact on society in the 21st century.

Skills

Students will be able to . . .

EU 1, EU 2, EU 3, EU 4, EU 5, EU 6

- read and analyze primary source documents to determine different points of view.
- draw inferences from factual material.

(Great Recession, Stock Market, 2020 pandemic, etc.)
(6.1.12.GeoHE.14.a, 6.1.12.GeoNE.14.a,
6.1.12.EconET.14.b, 6.1.12.EconEM.14.a,
6.1.12.HistoryCC.16.a:)

- there are conflicting opinions over the involvement of local, state and federal government in the economy. (6.1.12.EconET.14.a:)
- the development of modern media has led to a debate over personal privacy. (6.1.12.CivicsPR.16.a, 9.4.12.DC.4)
- International trade has an impact on the U. S. economy. (6.1.12.EconGE.16.a)

EU 2

- social, political, and economic issues of the late 20th century led to reform movements of the 21st century. (ie. Black Lives Matter, Environmental Movement, Me Too, etc. (6.1.12.GeoPP.14.b,6.1.12.HistoryCA.14.b)
- reform movements have resulted in changes for women, racial and ethnic minorities, LBGQTQIA, and individuals with disabilities. (6.1.12.HistorySE.14.a,6.1.12.HistorySE.14.b)
- an uneven distribution of wealth has created a widening gap between economic classes. (6.1.12.HistoryCC.16.b)

EU 3

- Supreme Court decisions influence American society. (6.1.12.CivicsPI.14.c)
- US immigration policies have changed over time. (6.1.12.CivicsPI.14.d, 6.1.12.GeoPP.14.a)
- ideologies differ between Republican and Democitic political parties regarding spending priorities, the role of

- recognize and interpret different points of view.
- detect bias in data presented in various forms.
- compare and contrast the credibility of differing ideas, elements or accounts.
- test the validity of the information, using criteria as source, objectivity, technical correctness, and currency.
- research useful and valid resources in all forms of media
- develop media literacy.

government in the economy, and social reforms.
(6.1.12.CivicsPD.14.a), (6.1.12.CivicsDP.14.a:)

- beliefs, products (i.e., art, food, music, and literature), and practices of various cultures shape contemporary American culture. (6.1.12.HistoryCA.14.c)
- the 9/11 terrorist attacks resulted in debates over individual freedoms and civil liberties. (ie. Patriot Act) (6.1.12.HistoryCC.14.b)
- impeachment is the process by which government officials are held accountable for their actions. (6.1.12.HistoryCC.14.c)
- there are various opinions about U.S. responsibility to global crises. (refugee crisis, asylum seekers, revolutions, democratic movements, pandemics, etc.) (6.1.12.CivicsHR.15.a,6.1.12.HistoryCC.15.c)
- the United States collaborates with other countries through the United Nations and other alliances to address global issues. (6.1.12.HistoryCC.15.b, 6.1.12.HistorySE.15.c)

- the policies of Presidents GHW Bush, Clinton, GW Bush, Obama, and Trump towards the Middle East. (6.1.12.HistorySE.15.a:)
- America is using a variety of methods to fight the war on terrorism. (invasion of Afghanistan, Patriot Act, war against ISIS, etc.) (6.1.12.HistorySE.15.b)

EU 4

- at times, Presidents have taken extraordinary measures when it comes to military action. (ie. Persian Gulf War, Afghanistan, Panama, etc.) (6.1.12.CivicsPI.14.b)
- the justification for US involvement in the Middle East during the 1990s and 2000s.(1st Gulf War, 2nd Gulf War). (6.1.12.HistoryCC.14.a)
- after decades of ideological struggle, the Cold War

ended with the collapse of the Soviet Union and the expansion of capitalism and democracy.

(6.1.12.CivicsPR.15.a)

- the development of nuclear weapons helped turn the United States into a global superpower.
(6.1.12.HistoryCC.15.a)

EU 5

- US environmental policies have evolved over the past 30 years to address environmental concerns.
(6.1.12.GeoHE.14.a, 6.1.12.GeoHE16.a)
- there are differing opinions on how to solve environmental problems such as climate change.
(9.4.12.DC.8, 9.4.12.GCA.1, 9.4.12.DC.5)

EU 6

- different forms of mass media appeal to and impact different demographic groups of American citizens.
(6.1.12.CivicsCM.14.b, 6.1.12.HistoryCA.14.a, 9.4.12.IML.6)
- the technological innovations during this era altered the political, social, and cultural landscape of America.
(6.1.12.CivicsPD.16.a)
- social media has created a global community and promoted American culture and ideals abroad.
(6.1.12.HistoryUP.16.a)
- how to identify bias within modern mass media.
(9.4.12.IML.8)

Stage Two - Assessment

Other Evidence:

- Tests/Quizzes
- Discussion/Debate, etc.
- Essays /DBQ
- Presentations
- Research projects
- Primary and secondary source analysis

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Write a eulogy for each President during this era which reflects upon the impact he made in history and highlights the key achievements during his term(s). (A,M) (EU 1, 2, 3, 4, 5)
- Write a position paper either supporting or abolishing the Electoral College. Use evidence from previous elections. (A, M, T) (EU 2,3)
- Research the process of Impeachment and write an opinion article entitled “*What is an Impeachable Offense?*” (A, M) (EU 3)
- Watch National Geographic’s “*Inside 9-11: Zero Hour*” or “*102 Minutes That Changed America*” or “*United 93*” to analyze the events of 9-11-2001. (A) (EU 3, 4)
- Create a chart tracing American involvement in the Middle East (beginning with the Gulf War 1991) and analyze how US policy has changed with each President. (A, M) (EU 3, 4)
- Research the rise of terrorism, both at home and abroad and propose possible means of dealing with the underlying issues of terrorism and extremism. (A,M,T) (EU 2, 3, 4, 6)
- Hold a class debate on civil rights vs. security in everyday life (i.e. 9/11-airport security/full body scan, gun rights vs. public safety, health care reform). (M,T) (EU 1, 2, 3, 4, 6)
- Watch “*Inside Job*”, “*Panic: The Untold Story of the 2008 Financial Crisis*” or “*Too Big to Fail*” to analyze the events of the Great Recession. (A) (EU 1, 2, 3)
- Construct a class debate on the topic of government involvement in the US economy during times of expansion or during times of recession. (M, T) (EU 1, 2, 3)
- Generate a list of 50 to 100 items that students regularly use, and identify where these items are manufactured. Use these lists as the basis of discussion on trade and the global economy. (M) (EU 1, 6)

- Use primary and secondary sources to analyze the impact of economic crises (Pandemic unemployment, 2008 Recession) on American society. (M, T) (EU 1, 2, 3, 6)
- Create a timeline of major legislative and policy developments for one social issue (education, crime, drug abuse, gun rights, same-sex marriage, etc) and evaluate successes and/or failures of that movement.. (A, M) (EU 2, 3, 5, 6)
- Write a letter from the perspective of a member of a current reform movement to a reformer 40 years ago (ie. Black Lives Matter/Civil Rights, Me Too/Feminist Movement, LBGQTQIA, Environment, etc.) discussing the evolution, accomplishments, and future goals of the movement. (A, M, T) (EU 2, 3, 5, 6)
- Research modern companies with corporate governance policies that support and/or violate the common good and human rights. (A, M, T) (EU 1, 2, 3, 5, 6)
- Propose a local referendum to be voted on by your school or town. (A, M, T) (EU 1, 2, 3, 5, 6)
- Analyze political cartoons dealing with modern issues. (M) (EU 1, 2, 3, 4, 5, 6)
- Discuss/lecture about the evolution and impact of mass media on our society. (M,T) (EU 6)
- Identify criteria for legitimate, credible on-line research by analyzing websites. (A, M, T) (EU 6)
- Use [this resource](#) to help craft lessons around educational awareness regarding African American history and the many contributions Africans have made to American society. (A, EU2, EU6)