

CURRICULUM

FOR

**UNITED STATES
HISTORY II/HONORS**

GRADE 11

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

Michael Celoski

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
United States History II
Grade 11

Date of Board Adoption:
September 21, 2021

RAHWAY PUBLIC SCHOOLS CURRICULUM

United States History II

PACING GUIDE

Unit	Title	Pacing
1	The Emergence of Modern America	10 weeks
2	The Great Depression and World War II	10 weeks
3	Postwar United States	10 weeks
4	Contemporary United States	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls, or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The Emergence of Modern America

Target Course/Grade Level: United States History II/Grade 11

Unit Summary:

Students will examine how the United States' involvement in World War I affected politics, the economy, and geopolitical relations following the war. Additionally, students will examine how the 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

Topics (2): World War I, The Roaring Twenties

Approximate Length of Unit: Approximately 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.EconMN.8.a: Analyze the push-pull factors that led to the Great Migration.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.HistoryCC.8.b: Relate government policies to prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12acc.Cn11a: Examine and demonstrate in-depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.4. 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).

RH.11-12.5. 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.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. 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.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. 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.

WHST.11-12.8. 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.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

World War I

- As conflict in Europe intensified, the United States was forced to abandon its neutrality.
- The United States mobilized a large army and navy to help the Allies achieve victory.
- World War I spurred social, political, and economic change in the United States.
- European leaders opposed most of Wilson's peace plan, and the U.S. Senate failed to ratify the peace treaty.

The Roaring Twenties

- Although the U.S. government was rocked by scandal during the early 1920s, a business boom fueled a rise in America's standard of living.
- A desire for normality after the war and a fear of communism and "foreigners" led to postwar isolationism.
- Americans experienced cultural conflicts as customs and values changed in the 1920s.
- American women pursued new lifestyles and assumed new jobs and different roles in society during the 1920s.

- The mass media, movies, and spectator sports played important roles in creating the popular culture of the 1920s – a culture that many artists and writers criticized.
- African American ideas, politics, art, literature, and music flourished in Harlem and elsewhere in the United States. (AAH)

Unit Essential Questions:

World War I

- What was the most significant impact of World War I?

The Roaring Twenties

- Why did political, economic, and social tensions characterize the 1920s?

Knowledge and Skills:

Students will know...

World War I

- **Key Terms:** nationalism, militarism, Allies, Central Powers, balance of power, trench warfare, “no man’s land”, Lusitania, Sussex pledge, Zimmerman note, Selective Service Act, convoy system, American Expeditionary Force, conscientious objector, armistice, War Industries Board, propaganda, Committee on Public Information, Espionage and Sedition Acts, Great Migration, Fourteen Points, self-determination, League of Nations, Treaty of Versailles, reparations, war-guilt clause
- **Key Figures:** Archduke Franz Ferdinand, Eddie Rickenbacker, John J. Pershing, Alvin York, Bernard M. Baruch, George Creel, Georges Clemenceau, David Lloyd George, Henry Cabot Lodge
- Where Germany began its war offensive, and what happened there.
- Why the war in Europe became a stalemate.
- Some ways in which World War I threatened the lives of civilians on both sides of the Atlantic.
- Why the Allies rejected President Wilson’s “peace without victory” plan.
- The main reasons for U.S. involvement in the war, and how events in Russia in 1917 led the United States to enter the war.
- How the United States mobilized a strong military during World War I.
- The new weapons that made fighting in World War I deadlier than fighting in previous wars.
- How American troops helped the Allies break the stalemate with Germany.
- Why the U.S. government imposed regulations on industrial and food production during the war, and what the impact of the regulation was for the Allies.
- How World War I affected the economy of the United States.
- The methods the U.S. government used to finance and direct public support of the war.
- The effect the war had on the lives of recent immigrants in the United States. (AAPI)
- The events that undermined civil liberties during the war.
- The goals of the Fourteen Points and the League of Nations, and how Wilson’s goals for peace differed from those of the other Allies.
- The major effects of the Treaty of Versailles.
- How Wilson’s support for the League of Nations stood in the way of Senate support for the Treaty of Versailles.

The Roaring Twenties

- **Key Terms:** Fordney-McCumber Tariff, Ohio gang, Teapot Dome scandal, urban sprawl, consumerism, installment plan, xenophobia, nativism, isolationism, communism, anarchists, quota system, Prohibition, speakeasy, bootlegger, fundamentalism, Scopes trial, flapper, double standard, modernism
- **Key Figures:** Warren G. Harding, Charles Evans Hughes, Albert B. Fall, Calvin Coolidge, Sacco and Vanzetti, John L. Lewis, Clarence Darrow, Charles A. Lindbergh, George Gershwin, Irving Berlin, Georgia O’Keeffe, Sinclair Lewis, F. Scott Fitzgerald, Edna St. Vincent Millay, Ernest Hemingway
- Why Harding’s promise to return America to “normalcy” was popular with voters.
- The economic ideas that drove events during the Harding and Coolidge administrations.
- How government actions affected big business.
- How Henry Ford affected industry during the 1920s.
- How Americans’ shopping habits changed during the 1920s.
- How World War I affected the attitudes of many Americans.
- The groups that the Ku Klux Klan targeted during the 1920s and how its actions varied. (AAH)
- The primary goal of the immigration quota system established in 1921.
- Some attacks on civil liberties that reflected a return to isolationism.
- How fears of various groups affected government actions.
- Why heavy funding was needed to enforce the Volstead Act.
- The circumstances, outcome, and legacy of the Scopes Trial, and how the Tennessee Supreme Court was involved.
- In what ways flappers rebelled against the earlier styles and attitudes of the Victorian Age.
- The key social, economic, educational, and technological changes of the 1920s that affected women’s marriages and family life.
- How high schools changed in the 1920s.
- Who some of the popular culture heroes of the 1920s were.
- Some 1920s fads that were part of youth culture.
- Examples of the flaws of American society that some famous 1920s authors attacked in their writing.
- Where Harlem is and the distinction it earned in the 1920s. (AAH)
- The roles *The Crisis* and the Silent Protest played in African American history. (AAH)
- What the growth of the NAACP and UNIA revealed about the African American experience. (AAH)
- Marcus Garvey’s proposal to African Americans. (AAH)
- Some of the important themes treated by African American writers during the Harlem Renaissance. (AAH)

Students will be able to...

World War I

- Identify the immediate circumstances that led to World War I.
- Describe the first two years of the war.
- Summarize U.S. public opinion about the war.
- Explain why the United States entered the war.
- Describe how the United States mobilized for war.
- Summarize U.S. battlefield successes.
- Identify the new weapons and the medical problems faced in World War I.
- Describe U.S. offensives and the end of the war.

- Explain how business and government cooperated during the war.
- Show how the government promoted the war.
- Describe how the war impacted the civil liberties of some Americans.
- Summarize the social changes that affected African Americans and women. (AAH)
- Summarize Wilson’s Fourteen Points.
- Describe the Treaty of Versailles and international and domestic reaction to it.
- Explain some of the consequences of the war.

The Roaring Twenties

- Contrast Harding’s policy of “normalcy” with Progressive Era reforms.
- Identify scandals that plagued the Harding administration.
- Summarize the impact of the automobile and other consumer goods on American life.
- Explain how prosperity affected different groups of Americans.
- Explain in what ways the country’s prosperity was superficial.
- Identify the causes of xenophobia, nativism, and isolationism in the United States after World War I. (AAPI)
- Summarize the reaction in the United States to the perceived threat of communism.
- Analyze the causes and effects of the quota system in the United States.
- Describe some of the postwar conflicts between labor and management.
- Explain how urbanization created a new way of life that often clashed with the values of traditional rural society.
- Describe the controversy over the role of science and religion in American education and society in the 1920s.
- Explain how the image of the flapper embodied the changing values and attitudes of young women in the 1920s.
- Identify the causes and results of the changing roles of women in the 1920s.
- Describe how education and technology influenced popular culture during the 1920s.
- Summarize how Americans spent their leisure time in the 1920s.
- Identify notable entertainers, artists, and writers of the 1920s. (AAH)
- Identify the causes and results of the migration of African Americans to northern cities in the early 1900s. (AAH)
- Describe the prolific African American artistic activity that became known as the Harlem Renaissance. (AAH)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Quizzes
- Essays
- Homework
- Anticipatory Sets
- Reflections Questions
- Class Discussion

- End of Unit Assessment
- Document-Based Questions (DBQs) Topics
 - Impact of World War I
 - How political, economic, and social tensions characterized the 1920s

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/peer Revision
- Socratic Seminar
- Think-Pair-Share

RESOURCES

Teacher Resources:

World War I

- [16. World War I](#)

The Roaring Twenties

- [17. The Roaring Twenties](#)

Equipment Needed:

- Laptops
- Projector

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The Great Depression and World War II

Target Course/Grade Level: United States History II/Grade 11

Unit Summary:

Students will examine how the Great Depression resulted from government economic policies, business practices, and individual decisions, and how it impacted business and society. Additionally, students will examine how New Deal programs, aimed at recovery, relief, and reform, had a lasting impact on the expansion of the role of the national government in the economy. Lastly, students will examine how the United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. A focus on how domestic military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women will be included.

Topics (3): The Great Depression, The New Deal, World War II

Approximate Length of Unit: Approximately 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).

6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.

6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.CivicsPR.10.a: 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.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).

6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.

6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12.EconNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.EconNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).

6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.

6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.

6.1.12.Civics.DP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.Civics.HR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.Civics.HR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.

6.1.12.EconMM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

6.1.12.HistoryCC.11.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.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).

6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.

6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

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Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

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Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

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NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.4. 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).

RH.11-12.5. 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.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. 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.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. 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.

WHST.11-12.8. 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.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

The Great Depression

- As the prosperity of the 1920s ended, severe economic problems gripped the nation.
- During the Great Depression, Americans did what they had to do to survive.
- President Hoover's conservative response to the Great Depression drew criticism from many Americans.

The New Deal

- After becoming president, Franklin Delano Roosevelt used government programs to combat the Depression.
- The Second New Deal included new programs to extend federal aid and stimulate the nation's economy.
- New Deal policies and actions affected various social and ethnic groups. (AAPI)
- Motion pictures, radio, art, and literature of the 1930s still captivate today's public. (AAH)

World War II

- The rise of rulers with total power in Europe and Asia led to World War II.
- During the Holocaust, the Nazis systematically executed 6 million Jews and 5 million other non-Aryans. (HG)
- The United States hesitated to become involved in another global conflict. However, it did provide economic and military aid to help the Allies achieve victory.
- Following the attack on Pearl Harbor, the United States mobilized for war.
- Allied forces, led by the United States and Great Britain, battled Axis powers for control of Europe and North Africa.
- After early defeats in the Pacific, the United States gained the upper hand and began to fight its way, island by island, to Japan. (AAPI)
- While the Allies completed the defeat of the Axis powers on the battlefield, Allied leaders were making plans for the postwar world.

Unit Essential Questions:

The Great Depression

- Could the Great Depression have been avoided?

The New Deal

- What should be the role of the government of the United States during economic crises?

World War II

- Why did the Allies win World War II?

Knowledge and Skills:

Students will know...

The Great Depression

- **Key Terms:** deflation, price supports, credit, Dow Jones Industrial Average, speculation, buying on margin, Black Tuesday, Great Depression, Hawley-Smoot Tariff Act, shantytown, soup kitchen, bread line, Dust Bowl, direct relief, Boulder Dam, Federal Home Loan Bank Act, Reconstruction Finance Corporation, Bonus Army
- **Key Figures:** Alfred E. Smith, Herbert Hoover
- The governmental ideas, policies, and actions of the 1920s that set the stage for the Great Depression.
- How what happened to farmers during the 1920s foreshadowed events of the Great Depression.
- The argument that President Hoover made about government in the excerpt from the “rugged individualism” speech.
- Some effects of the stock market crash in October 1929.
- How charitable organizations and public agencies helped people during the Depression.
- Why shantytowns were often called “Hooverilles”.
- The factors that led to the Dust Bowl.
- Why minorities often experienced an increase in discrimination during the Great Depression.
- The pressures the American family experienced during the Depression.
- How Hoover’s treatment of the Bonus Army affected his standing with the public.
- How the Boulder Dam changed places both nearby and far away.
- In what ways Hoover tried to use the government to relieve the Depression.

The New Deal

- **Key Terms:** New Deal, Glass Steagall Act, Federal Securities Act, Agricultural Adjustment Act (AAA), Civilian Conservation Corps (CCC), National Industrial Recovery Act (NIRA), deficit spending, Works Progress Administration (WPA), National Youth Administration (NYA), Wagner Act, Social Security Act, New Deal coalition, Congress of Industrial Organizations (CIO), *Gone With the Wind*, *The Grapes of Wrath*, Securities and Exchange Commission (SEC), Federal Deposit Insurance Corporation (FDIC), National Labor Relations Board (NLRB), parity, Tennessee Valley Authority (TVA)
- **Key Figures:** Franklin Delano Roosevelt, Huey Long, Eleanor Roosevelt, Frances Perkins, Mary McLeod Bethune, John Collier, Orson Welles, Richard Wright, Zora Neale Hurston (AAH)
- How President Roosevelt changed the role of the federal government during his first Hundred Days.
- How the public benefitted from the Federal Securities Act.
- Why some people opposed the New Deal.
- Why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.

- The key programs of the Second New Deal, and in what ways they extended federal aid.
- How the Wagner Act helped working people.
- Why the passage of the Social Security Act was noteworthy, and the compromises Roosevelt ultimately made to his vision for a comprehensive Social Security system.
- The impact the New Deal had on various ethnic groups. (AAPI)
- Why many urban voters supported Roosevelt and the Democratic Party.
- The importance of the passage of the Wagner Act and the success of sit-down strikes.
- The purpose that movies and radio served during the Great Depression.
- How literature, art, and music of the 1930s differed from the radio and movie productions of the time. (AAH)
- How New Deal programs supported artists and writers in the 1930s. (AAH)
- New Deal agencies that are still in place today.
- Benefits that the Tennessee Valley Authority provided, and negative impacts it had.
- How the New Deal affected the relationship between the states and the federal government.

World War II

- **Key Terms:** totalitarian, fascism, Nazism, appeasement, nonaggression pact, *blitzkrieg*, Holocaust, *Kristallnacht*, genocide, ghetto, concentration camp, Neutrality Acts, Axis powers, Selective Training and Service Act, Lend-Lease Act, Atlantic Charter, Allies, Woman's Auxiliary Army Corps (WAAC), Office of Price Administration (OPA), War Production Board (WPB), rationing, Manhattan Project, Congress of Racial Equality (CORE), internment, Japanese American Citizens League (JACL), D-Day, Battle of the Bulge, Bataan Death March, Battle of Midway, island hopping, kamikaze, V-E Day, Hiroshima, Nagasaki, United Nations (UN), Nuremberg trials, GI Bill of Rights (HG, AAPI)
- **Key Figures:** Joseph Stalin, Benito Mussolini, Adolf Hitler, Hideki Tojo, Neville Chamberlain, Winston Churchill, George Marshall, A. Philip Randolph, James Farmer, Dwight D. Eisenhower, Omar Bradley, George Patton, Douglas MacArthur, Chester Nimitz, Harry S. Truman, J. Robert Oppenheimer (HG, AAPI)
- Factors that led to the rise of totalitarian governments, such as fascism and communism, in Europe.
- Why Japan invaded Manchuria. (AAPI)
- Why the blitzkrieg was effective.
- How the civil and political values of Nazi Germany and Imperial Japan differed from those of the United States. (HG, AAPI)
- How effective the League of Nations was in dealing with aggression among nations in the 1930s.
- How the United States responded to Jewish refugees after Kristallnacht. (HG)
- The groups the Nazis deemed unfit to belong to the Aryan "master race". (HG)
- How some Europeans showed their resistance to Nazi persecution of the Jews. (HG)
- How the Holocaust affected Jews and other targeted groups living in territory controlled by the Nazis. (HG)
- How isolationist policy shaped U.S. foreign policy in the 1920s and 1930s, and what the consequences of U.S. isolationism were.
- Why Roosevelt took one "unneutral" step after another to assist Britain and the Soviet Union in 1941.
- How the isolationist views of many Americans challenged Roosevelt's political leadership.
- The factors that led Japan to attack the United States at Pearl Harbor. (AAPI)
- Why the United States entered World War II.
- What the Double V campaign was.
- The role the media played in helping the country mobilize.
- Why the outbreak of World War II created a need for new military bases across the country.

- The causes and consequences of racial tension in the 1940s. (AAH, HG, AAPI)
- How the war affected families.
- The role Franklin Roosevelt played as commander in chief of the U.S. military.
- How the Allies won control of the Atlantic Ocean between 1941 and 1943.
- The two key decisions that determined the final outcome at Stalingrad.
- The outcome of the North African and Italian campaigns.
- The strategy of island hopping during the war in the Pacific.
- Why the Battle of Leyte Gulf was so crucial to the Allies.
- The significance of the Battle of Iwo Jima.
- Why President Truman decided to use atomic weapons.
- How the Nuremberg trials were an example of the humanitarian effects of World War II.
- How World War II expanded access to education.
- The issues the Allied leaders addressed at the Potsdam Conference, and the decisions they made.

Students will be able to...

The Great Depression

- Summarize the critical problems threatening the American economy in the late 1920s.
- Describe the causes of the stock market crash and Great Depression.
- Explain how banks and businesses were affected by the financial collapse.
- Explain how the Great Depression affected the economy in the United States and throughout the world.
- Describe how people struggled to survive during the Depression.
- Explain how the Depression affected men, women, and children.
- Explain Hoover's initial response to the Depression.
- Summarize the actions Hoover took to help the economy and the hardship suffered by Americans.
- Describe the Bonus Army and Hoover's actions toward it.

The New Deal

- Summarize the initial steps Roosevelt took to reform banking and finance.
- Describe New Deal work programs.
- Identify critics of FDR's New Deal.
- Describe the purpose of the Second New Deal.
- Summarize New Deal programs for farmers.
- Identify the Second New Deal programs aimed at assisting young people and professionals.
- Summarize labor and economic reforms carried out under the Second New Deal.
- Analyze the effects of the New Deal programs on women.
- Describe Roosevelt's attitude toward African Americans. (AAH)
- Identify the groups that formed the New Deal coalition.
- Describe the supporter of FDR's New Deal.
- Describe the entertainment provided by motion pictures and radio.
- Identify some of the artists and writers of the New Deal era.
- Summarize opinions about the effectiveness of the New Deal.
- Describe the legacies of the New Deal.

World War II

- Define the terms of the Treaty of Versailles and explain how it led to dissatisfaction among European rulers.
- Identify the types of governments that took power in Russia, Italy, Germany, and Japan after World War I.
- Explain how and why these new regimes sought to expand and how Britain and France responded.
- Summarize the first battles of World War II.
- Explain the reasons behind the Nazi's persecution of the Jews and the problems facing Jewish refugees. (HG)
- Describe the Nazis' "final solution" to the Jewish problem and the horrors of the Holocaust. (HG)
- Identify and describe the responses of individuals and nations to the Holocaust. (HG)
- Describe the details of America's turn to isolationism in the 1930s.
- Describe the U.S. response to the outbreak of war in Europe in 1939, including how Roosevelt assisted the Allies without declaring war.
- Summarize the events that brought the United States into armed conflict with Germany.
- Describe the American response to the Japanese attack on Pearl Harbor. (AAPI)
- Explain how the United States expanded its armed forces in World War II.
- Trace the efforts of the U.S. government to control the economy and inspire Americans on the homefront.
- Describe the wartime mobilization of industry, labor, scientists, and the media.
- Summarize both the opportunities and the discrimination African Americans and other minorities experienced during the war. (AAH)
- Explain the decision to place Japanese Americans and German and Italian enemy aliens in internment camps. (AAPI)
- Summarize the Allies' plan for winning the war.
- Identify events in the war in Europe.
- Describe the Allies' invasion of France.
- Explain why the Allies initially struggled to gain ground in the Pacific.
- Identify key turning points in the war in the Pacific.
- Describe the Allied shift to an offensive approach to the Pacific war.
- Describe the end of the war in Europe.
- Explain both the development of the atomic bomb and the debates about its use.
- Identify the challenges faced by the Allies in building just and lasting peace.
- Summarize the economic and social changes that reshaped American life during World War II.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Quizzes
- Essays
- Homework
- Anticipatory Sets
- Reflections Questions

- Class Discussion
- End of Unit Assessment
- Document-Based Questions (DBQs) Topics
 - Whether or not the Great Depression could have been avoided
 - The role of the government of the United States during economic crises
 - How the Allies won World War II

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/peer Revision
- Socratic Seminar
- Think-Pair-Share

<i>RESOURCES</i>

Teacher Resources:

The Great Depression

- [18. The Great Depression](#)

The New Deal

- [19. The New Deal](#)

World War II

- [20. World War II](#)

Equipment Needed:

- Laptops
- Projector

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Postwar United States

Target Course/Grade Level: United States History II/Grade 11

Unit Summary:

Students will examine how Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years. Additionally, students will examine how the Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

Topics (5): The Cold War, The Vietnam War, The Postwar Boom, An Era of Social Change, Civil Rights

Approximate Length of Unit: Approximately 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 6.1.12.EconNE.12.a:** Explain the implications and outcome of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.EconNE.12.b:** Assess the impact of agricultural innovation on the world economy.
- 6.1.12.EconEM.12.a:** Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.a:** Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.HistoryCC.12.b:** Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- 6.1.12.HistoryCC.12.c:** Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d:** Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e:** Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.HistorySE.12.a:** Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.HistorySE.12.b:** Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.CivicsPI.13.a:** Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.

6.1.12.EconNE.13.a: Relate American expansion after World War II to increased consumer demand.

6.1.12.EconEm.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).

6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.

6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.

6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts,

purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.4. 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).

RH.11-12.5. 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.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. 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.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. 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.

WHST.11-12.8. 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.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

The Cold War

- The United States and the Soviet Union emerged from World War II as two “superpowers” with vastly different political and economic systems.
- After World War II, China became a Communist nation and Korea was split into a Communist north and a democratic south.
- During the late 1940s and early 1950s, fear of communism led to reckless charges against innocent citizens.
- During the 1950s the United States and the Soviet Union came to the brink of nuclear war.
- The Kennedy administration faced some of the most dangerous Soviet confrontations in American history.
- Changes in foreign policy beginning with the Nixon administration gradually led to an easing of U.S.-Soviet tensions and an end to the Cold War.

The Vietnam War

- To stop the spread of communism in Southeast Asia, the United States used its military to support South Vietnam.
- The United States sent troops to fight in Vietnam, but the war quickly turned into a stalemate.
- Opponents of the government’s war policy were pitted against those who supported it.
- An enemy attack in Vietnam, two assassinations, and a chaotic political convention made 1968 an explosive year.
- President Nixon instituted his Vietnamization policy, and the long war finally came to an end.

The Postwar Boom

- The Truman and Eisenhower administrations led the nation to make social, economic, and political adjustments following World War II.
- During the 1950s the economy boomed, and many Americans enjoyed material comfort.
- Mainstream Americans, as well as the nation’s subcultures, embraced new forms of entertainment during the 1950s.
- Amidst the prosperity of the 1950s, millions of Americans lived in poverty.

An Era of Social Change

- John F. Kennedy brought energy, initiative, and important new ideas to the presidency.
- The demand for reform helped create a new awareness of social problems, especially on matters of civil rights and the effects of poverty. (AAH)
- The ideals and lifestyle of the counterculture challenged the traditional views of Americans.
- During the 1960s and 1970s, Americans strengthened their efforts to address the nation’s environmental problems.

Civil Rights

- Activism and a series of Supreme Court decisions advanced equal rights for African Americans in the 1950s and 1960s. (AAH)
- Civil rights activists broke through racial barriers. Their activism prompted landmark legislation. (AAH)

- Disagreements among civil rights groups and the rise of black nationalism created a violent period in the fight for civil rights. (AAH)
- Hispanic Americans and Native Americans confronted injustices in the 1960s.
- Through protests and marches, women confronted social and economic barriers in American society.
- In the decades that followed the civil rights and equal rights movements, groups and individuals continued to pursue equal rights for all Americans. (AAH)

Unit Essential Questions:

The Cold War

- Did anyone win the Cold War?

The Vietnam War

- Should the United States have gotten involved in the conflict in Vietnam?

The Postwar Boom

- Were the 1950s a time of prosperity for all Americans?

An Era of Social Change

- How are significant and lasting social changes created?

Civil Rights

- Why should all Americans have equal rights and opportunities?

Knowledge and Skills:

Students will know...

The Cold War

- **Key Terms:** satellite nations, iron curtain, Cold War, containment, Central Intelligence Agency (CIA), Truman Doctrine, Marshall Plan, Berlin airlift, North Atlantic Treaty Organization (NATO), Taiwan, 38th parallel, Korean War, House Un-American Activities Committee (HUAC), Hollywood Ten, blacklist, McCarthyism, H-bomb, arms race, massive retaliation, mutually assured destruction, brinkmanship, Warsaw Pact, Eisenhower Doctrine, U-2 incident, flexible response, domino theory, Berlin Wall, hotline, Limited Test Ban Treaty, Nuclear Non-Proliferation Treaty (NPT), realpolitik, detente, SALT I Treaty, Strategic Defense Initiative, *glasnost*, *perestroika*, Intermediate-Range Nuclear Forces (INF) Treaty
- **Key Figures:** Harry S. Truman, Chiang Kai-shek, Mao Zedong, Alger Hiss, Ethel and Julius Rosenberg, Joseph McCarthy, Dwight D. Eisenhower, John Foster Dulles, Nikita Khrushchev, Francis Gary Powers, John F. Kennedy, Lyndon Baines Johnson, Fidel Castro, Richard Nixon, Henry Kissinger, Gerald Ford, Jimmy Carter, Ronald Reagan, Mikhail Gorbachev
- The goals of U.S. foreign policy in the early Cold War.
- What Stalin did to make President Truman distrust him.
- The Truman Doctrine and how America reacted to it.

- The purpose of the NATO alliance.
- What necessitated the Berlin airlift.
- The global events that led to U.S. involvement in Korea.
- The constitutional issue that arose when Truman ordered troops to Korea.
- The issue between General Douglas MacArthur and President Truman that eventually cost MacArthur his job.
- How the involvement of Communist China affected the Korean War.
- The actions of Joseph McCarthy that worsened the national hysteria about communism.
- How the Rosenberg case fueled anti-Communist feelings.
- How McCarthyism affected public views of the government.
- The strategy behind the arms race.
- Why the Soviet Union formed the Warsaw Pact.
- The results of the Suez War.
- How the nuclear arms race affected life in the United States in the 1950s.
- The role of the CIA in the Cold War.
- How relations between the United States and Cuba changed after the Cuban Revolution.
- The most significant results of the Cuban missile crisis.
- The goal that presidents Kennedy and Johnson had in sending U.S. troops to Vietnam and if they attained that goal.
- The steps that Kennedy and Khrushchev took to relieve tensions between their countries.
- The world's reaction to the growth of nuclear-capable countries in the 1960s.
- The philosophy of realpolitik.
- The effects that the Soviet invasion of Afghanistan had on the United States and the American response to the invasion.
- The cause of the downfall of the Soviet Union and the founding of the Commonwealth of Independent States.
- The events that signaled that the Cold War had come to an end.
- How arms talks affected relations between the United States and the Soviet Union.

The Vietnam War

- **Key Terms:** Vietminh, domino theory, Dien Bien Phu, Geneva Accords, Vietcong, Ho Chi Minh Trail, Tonkin Gulf Resolution, Army of the Republic of Vietnam (ARVN), napalm, Agent Orange, search-and-destroy mission, credibility gap, draft, New Left, Students for a Democratic Society (SDS), Free Speech Movement (FSM), dove, hawk, Tet offensive, Vietnamization, silent majority, My Lai, Kent State University, Pentagon Papers, War Powers Act (**AAPI**)
- **Key Figures:** Ho Chi Minh, Ngo Dinh Diem, Robert McNamara, Dean Rusk, William Westmoreland, Clark Clifford, Robert Kennedy, Eugene McCarthy, Hubert Humphrey, George Wallace, Richard Nixon, Henry Kissinger
- President Eisenhower's explanation of the domino theory.
- The terms of the 1954 Geneva Accords and the purpose of the proposed 1956 elections.
- How the Tonkin Gulf Resolution led to greater U.S. involvement in Vietnam.
- Why so much of the American public and many in the Johnson administration supported U.S. escalation in Vietnam.
- How the Vietnam War was different from previous wars for U.S. soldiers.
- Why the war began to lose support at home and what contributed to the sinking morale of the U.S. troops.
- The race-related problems that existed for African American soldiers who served in the Vietnam War. (**AAH**)
- The issues surrounding the war that divided the nation, and how the hawks and doves demonstrated these differences of opinions.

- The circumstances that set the stage for President Johnson's public announcement that he would not seek another term as president.
- The acts of violence that occurred in the United States during 1968 that dramatically altered the mood of the country.
- How the Tet Offensive differed from previous fighting in Vietnam, and how it caused many Americans to doubt that the United States would soon win the war.
- The description of the military conflict in Vietnam soon after the last U.S. combat troops departed in 1973.
- How well Nixon's "Madman Theory" and Vietnamization strategy worked.
- How and why the War Powers Act changed presidential power.
- The immediate effects and the more lasting legacies of America's involvement in the Vietnam War.

The Postwar Boom

- **Key Terms:** GI Bill of Rights, suburb, Dixiecrat, Fair Deal, conglomerate, franchise, baby boom, consumerism, planned obsolescence, mass media, Federal Communications Commission (FCC), beat movement, rock'n'roll, jazz, urban renewal, termination policy
- **Key Figures:** Harry S. Truman, Dr. Jonas Salk
- How the GI Bill of Rights helped World War II veterans.
- The factors that contributed to the American postwar economic boom.
- How Truman used his executive power to advance civil rights.
- The domestic and foreign issues that concerned voters during the 1952 presidential election.
- The shift in employment trends that occurred by the mid-1950s.
- How conglomerates and franchises were alike and how they were different.
- How membership and accomplishments of unions changed during the 1950s.
- How life in the suburbs provided the model for the American dream.
- The positive and negative effects that the mass availability of the automobile had on American life in the 1950s.
- How radio and movies maintained their appeal in the 1950s.
- The rise of television's effect on Americans.
- How African American performers influenced American popular culture in the 1950s. (AAH)
- How major cities changed in the 1950s.
- The effect white flight had on America's cities.
- The obstacles to improving their lives that Native Americans faced in the 1950s.

An Era of Social Change

- **Key Terms:** New Frontier, mandate, Peace Corps, Alliance for Progress, Warren Commission, Economic Opportunity Act, Great Society, Medicare, Medicaid, Immigration Act of 1965, Warren Court, reapportionment, counterculture, Haight-Ashbury, Woodstock, Earth Day, environmentalism, Environmental Protection Agency (EPA), Three Mile Island
- **Key Figures:** John F. Kennedy, Lyndon Baines Johnson, the Beatles, Rachel Carson
- The factors that led to Kennedy's victory over Nixon in the 1960 presidential campaign.
- What was Kennedy's New Frontier and why he had trouble getting his New Frontier legislation through Congress.
- The two international aid programs that were launched during the Kennedy administration.
- How Kennedy's assassination affected the public.
- The political impact of Kennedy's assassination.
- The ways that Great Society programs addressed the problem of poverty.
- How courts increased the political power of people in urban areas.

- How the Warren Court decisions expanded the rights of those accused of crimes.
- The economic compromise made in order to fund the Great Society programs.
- What the counterculture movement was a reaction to.
- The role Timothy Leary played in the counterculture movement.
- How the rise of the counterculture led to a generation gap.
- How drug use in the counterculture movement led to new laws and a change in government policy.
- The unintended impact the counterculture had on many mainstream Americans.
- The factors that increased Americans' concerns about environmental issues during the 1960s and 1970s.
- The actions that private nonprofit groups took to influence the government.
- The impact of the Three Mile Island incident.
- The environmental disaster that was discovered at Love Canal.

Civil Rights

- **Key Terms:** *Brown v. Board of Education of Topeka*, Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), sit-in, freedom riders, Civil Rights Act of 1964, Freedom Summer, Voting Rights Act of 1965, de facto segregation, de jure segregation, Nation of Islam, Black Power, Black Panthers, Kerner Commission, Civil Rights Act of 1968, affirmative action, United Farm Workers Organizing Committee, La Raza Unida, American Indian Movement (AIM), feminism, National Organization for Women (NOW), Equal Rights Amendment (ERA) (AAH)
- **Key Figures:** Thurgood Marshall, Rosa Parks, Martin Luther King Jr., James Meredith, Fannie Lou Hamer, Malcolm X, Stokely Carmichael, Cesar Chavez, Rodolfo "Corky" Gonzales, Betty Friedan, Gloria Steinem, Phyllis Schlafly, Barack Obama, L. Douglas Wilder, Colin Powell, Condoleezza Rice, Sonia Sotomayor, Madeleine Albright (AAH)
- What were Jim Crow laws and how they were applied. (AAH)
- The role of Martin Luther King Jr. within the civil rights movement. (AAH)
- How White Citizens' Councils used boycotts as a weapon.
- The connection between Dixiecrats and the Civil Rights Act of 1957.
- What the Montgomery bus boycott was. (AAH)
- The significance of the federal court case won by James Meredith in 1962. (AAH)
- Examples of violence committed against African Americans and civil rights activists between 1962 and 1964. (AAH)
- Why civil rights groups worked together to organize Freedom Summer. (AAH)
- Why young people in SNCC and MFDP felt betrayed by some civil rights leaders. (AAH)
- How the compromises of civil rights leaders led to the rise of the Black Power movement. (AAH)
- How civil rights problems in northern cities were similar to those in the South. (AAH)
- Some of the key beliefs Malcolm X advocated. (AAH)
- Why some urged Stokely Carmichael to stop using the slogan "Black Power"? (AAH)
- The social turmoil that existed after the assassination of Martin Luther King Jr. (AAH)
- The strategies that both Cesar Chavez and the UFWOC used to achieve their goals, and how they successfully applied these tactics.
- The Chicano movement and its main goals.
- The demands of the American Indian Movement (AIM) organizers who staged "The Trail of Broken Treaties" march on Washington in 1972.
- The successes and failures of the American Indian Movement (AIM) in the pursuit of civil rights and equal opportunities.
- Changes that members of the National Organization of Women (NOW) advocated.
- The Supreme Court's decision in the *Roe v. Wade* case.

- What prompted women to establish NOW.
- The concerns that motivated those who opposed the ERA.
- The progress and obstacles that different minority groups experienced in the 1980s and 1990s.
- The gains that women achieved in the 1980s and 1990s.
- Problems that Native Americans faced in the 1980s.
- How the cases *New Jersey v. T.L.O.* and *Hazelwood School District v. Kuhlmeier* limited student rights.

Students will be able to...

The Cold War

- Explain the breakdown in relations between the United States and the Soviet Union after World War II.
- Summarize the steps taken to contain Soviet influence.
- Describe how the Truman Doctrine and the Marshall Plan deepened Cold War tensions.
- Explain how conflicts over Germany increased fear of Soviet aggression.
- Explain how Communists came to power in China and how the United States reacted.
- Summarize the events of the Korean War.
- Explain the conflict between President Truman and General MacArthur.
- Describe government efforts to investigate the loyalty of U.S. citizens.
- Explain the spy cases of Alger Hiss and Julius and Ethel Rosenberg.
- Describe the efforts of Senator Joseph McCarthy to investigate alleged Communist influence in the United States.
- Explain the policy of brinkmanship.
- Describe American and Soviet actions that caused the Cold War to spread around the world.
- Summarize the impact of *Sputnik* and the U-2 incident on the United States.
- Describe the new military policy of the Kennedy administration.
- Summarize the crisis that developed over Cuba.
- Explain the Cold War symbolism of Berlin in the early 1960s.
- Summarize major events in the space race.
- Examine the importance of Richard Nixon's visits to China and the Soviet Union.
- Summarize Gerald Ford's efforts in the foreign policy arena.
- Analyze Jimmy Carter's achievements and failures in foreign policy matters.
- Identify Ronald Reagan's role and the changes in the Communist world that ended the Cold War.

The Vietnam War

- Summarize Vietnam's history as a French colony and its struggle for independence.
- Examine how the United States became involved in the Vietnam Conflict.
- Describe the expansion of U.S. military involvement under President Johnson.
- Explain the reasons for the escalation of U.S. involvement in Vietnam.
- Describe the military tactics and weapons used by the U.S. forces and the Vietcong.
- Explain the impact of the war on American society.
- Explain the draft policies that led to the Vietnam War becoming a working-class war.
- Trace the roots of opposition to the war.
- Describe the antiwar movement and the growing divisions in U.S. public opinion about the war.
- Describe the Tet Offensive and its effect on the American people.
- Explain the domestic turbulence of 1968.
- Describe the 1968 presidential election.
- Describe Nixon's policy of Vietnamization.

- Explain the public's reaction to the Vietnam War during Nixon's presidency.
- Describe the end of the U.S. involvement and the final outcome in Vietnam.
- Examine the war's painful legacy in the United States and Southeast Asia.

The Postwar Boom

- Identify economic and social problems Americans faced after World War II.
- Explain how the desire for stability led to political conservatism.
- Describe causes and effects of social unrest in the postwar period.
- Contrast domestic policy under presidents Truman and Eisenhower.
- Explain how American businesses and jobs changed during the 1950s.
- Describe the suburban lifestyle and how it impacted American society and the economy.
- Identify factors that contributed to the formation of an automobile culture in America.
- Explain how consumerism grew in postwar America.
- Explain how television programs in the 1950s reflected middle-class values.
- Explain how the beat movement and rock'n'roll music clashed with middle-class values.
- Describe ways that African American entertainers integrated the media in the 1950s. (AAH)
- Explain how the white migration to the suburbs created an urban crisis.
- Describe the efforts of minorities to gain equal rights and fight poverty.

An Era of Social Change

- Identify the factors that contributed to Kennedy's election in 1960.
- Summarize the New Frontier domestic and foreign agendas.
- Describe the tragic chain of events surrounding Kennedy's assassination.
- Describe the political path that led Johnson to the White House.
- Explain Johnson's efforts to enact a domestic agenda.
- Summarize the goals of Johnson's Great Society.
- Identify the reforms of the Warren Court.
- Evaluate the impact of Great Society programs.
- Describe the flowering and decline of the counterculture in the 1960s.
- Summarize the impact of the counterculture on art, fashion, music, and attitudes.
- Explain the conservative response to the counterculture.
- Summarize the origins of the environmental movement.
- Identify key environmental issues of the 1970s.
- Explain the goals of the continuing environmental movement.

Civil Rights

- Explain how legalized segregation deprived African Americans of rights as citizens. (AAH)
- Summarize civil rights legal activity and the significance of the *Brown* case. (AAH)
- Describe the nationwide response to the *Brown* decision. (AAH)
- Trace Dr. Martin Luther King Jr.'s civil rights activities, beginning with the Montgomery bus boycott. (AAH)
- Describe the expansion of the civil rights movement. (AAH)
- Identify the goal of the freedom riders. (AAH)
- Explain how civil rights activism forced President Kennedy to act against segregation. (AAH)
- State the motives of the 1963 March on Washington. (AAH)
- Describe the tactics tried by civil rights organizations to secure passage of the Voting Rights Act. (AAH)
- Compare segregation in the North with segregation in the South. (AAH)

- Identify the leaders who shaped the Black Power movement. (AAH)
- Describe the reaction to the assassination of Martin Luther King Jr. (AAH)
- Summarize the accomplishments of the civil rights movement. (AAH)
- Describe the growth and diversity of the Hispanic American population in the United States during the 1960s.
- Summarize the efforts of Hispanic Americans to secure civil rights and respect for their cultural heritage.
- Explain the efforts of Native Americans to secure reforms in government policies.
- Identify factors that led to the rise of the women’s movement in the 1960s.
- Describe some of the early gains and losses of the women’s movement and summarize the legacy of the women’s movement in employment, education, and politics.
- Describe challenges faced by racial and ethnic minorities, as well as gains made by those groups, since 1980. (AAH, AAPI)
- Summarize political, economic, and social gains achieved by women.
- Describe developments in civil rights for the LGBT community, people with disabilities, students, and recent immigrants. (LGBTQ/D)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Quizzes
- Essays
- Homework
- Anticipatory Sets
- Reflections Questions
- Class Discussion
- End of Unit Assessment
- Document-Based Questions (DBQs) Topics
 - The winner of the Cold War
 - America’s involvement in the conflict in Vietnam
 - American prosperity during the 1950s
 - Creation of significant and lasting social changes
 - Equal rights and opportunities for all Americans

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Guided Discussion

- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/peer Revision
- Socratic Seminar
- Think-Pair-Share

RESOURCES

Teacher Resources:

The Cold War

- [21. The Cold War](#)

The Vietnam War

- [25. The Vietnam War](#)

The Postwar Boom

- [22. The Postwar Boom](#)

An Era of Social Change

- [23. An Era of Social Change](#)

Civil Rights

- [24. Civil Rights](#)

Equipment Needed:

- Laptops
- Projector

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Contemporary United States

Target Course/Grade Level: United States History II/Grade 11

Unit Summary:

Students will examine how differing views on government's role in social and economic issues led to greater partisanship in government decision making, and how increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. A focus on how immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives will be included. Additionally, students will examine how the United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

Topics (3): Transitions and Conservatism, Into a New Millennium, The United States in the 21st Century

Approximate Length of Unit: Approximately 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

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.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

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 workforce), 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 perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it related to the economy.

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.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

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.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.

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.GeoHE.16.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.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

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.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.4. 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).

RH.11-12.5. 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.

RH.11-12.6. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. 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.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. 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.

WHST.11-12.8. 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.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

Transitions and Conservatism

- President Richard M. Nixon tried to steer the country in a conservative direction and away from federal control.
- President Richard Nixon's involvement in the Watergate scandal forced him to resign from office.
- The Ford and Carter administrations attempted to remedy the nation's worst economic crisis in decades.
- Conservatism reached a high point with the election in 1980 of President Ronald Reagan and Vice-President George Bush.
- Presidents Reagan and Bush pursued a conservative agenda. It included tax cuts, budget cuts, and increased defense spending, during an era of serious social problems.
- New pressures, including the breakup of the Soviet Union in 1991 and the new role of the U.S. as the world's only superpower, affected foreign policy under Reagan and Bush.

Into a New Millennium

- Bill Clinton led the Democratic Party in a new direction, while Republican influence increased and the economy changed.
- Acts of terrorism, a troubled war, and a faltering economy dominated the millennium's first decade.
- President Barack Obama changed domestic and foreign policies, but the Democratic Party lost power in Congress as U.S. politics became increasingly partisan.
- Advances in technology have increased not only the pace but also the comfort and health of many Americans' daily lives.
- As the 20th century ended and the 21st began, the demographics of the U.S. population changed.

The United States in the 21st Century

- The U.S. government strives to safeguard the public while preserving individual liberties.
- In order to keep the peace whenever possible and safeguard U.S. interests, policymakers engage in a range of relationships with other countries.
- Although the United States is often called the richest country in the world, poverty grips millions of Americans, and the middle class is shrinking.
- Although rich in natural resources, the American environment is being stressed by various factors.
- Because resources are limited and American society is extremely diverse, educational institutions struggle to teach all of America's children and young people.
- Modern communication and transportation technologies have created an international economic and cultural community.

Unit Essential Questions:

Transitions and Conservatism

- What was the defining moment of the 1970s through the 1990s in the United States?

Into a New Millennium

- What issue or development has most affected the United States since the beginning of the 21st century?

The United States in the 21st Century

- What role should the United States play in global affairs?

Knowledge and Skills:

Students will know...

Transitions and Conservatism

- **Key Terms:** New Federalism, revenue sharing, Family Assistance Plan (FAP), Southern Strategy, stagflation, OPEC (Organization of the Petroleum Exporting Countries), impeachment, Watergate, Committee to Reelect the President, Saturday Night Massacre, National Energy Act, human rights, Camp David Accords, entitlement program, New Right, affirmative action, reverse discrimination, conservative coalition, Moral Majority, Reaganomics, supply-side economics, deregulation, Environmental Protection Agency (EPA), AIDS (acquired immune deficiency syndrome), apartheid, Tiananmen Square, *Sandinistas*, *Contras*, Operation Desert Storm
- **Key Figures:** Richard M. Nixon, H.R. Haldeman, John Ehrlichman, John Mitchell, John Sirica, Gerald R. Ford, Jimmy Carter, Ayatollah Ruhollah Khomeini, Ronald Reagan, Geraldine Ferraro, George H.W. Bush, Sandra Day O'Connor
- The ways in which President Nixon attempted to reform the federal government.
- How President Nixon and the U.S. Supreme Court clashed on school segregation.
- Why many Democratic voters in the South became potential Republican supporters by 1968.
- Why President Nixon opposed the extension of the Voting Rights Act.
- How Nixon tried to combat stagflation.
- The ways the participants in Watergate attempted to cover up the scandal.
- The role the media played in the Watergate Scandal.
- The events that led to the Saturday Night Massacre.
- Gerald Ford's greatest successes as president.
- Why the Ford administration wanted to reform government regulation.
- How President Carter attempted to solve the energy crisis.
- The factors that played a role in America's economic stagnation.
- How the changing economy under Carter affected unemployment.
- The cause of the conservative revolution of the early 1980s.
- The main concerns of the Moral Majority.
- The factors that led to Ronald Reagan's victory in 1980.
- The principles that formed the basis of "Reaganomics".
- The effects of "Reaganomics".
- How domestic policies of the Nixon and Reagan administrations were similar.
- What is deregulation, and how it affected certain industries in the 1980s.
- The problems in education that emerged during the 1980s.
- How the Bush administration responded to the events in Beijing's Tiananmen Square.
- Why the United States sent troops to Panama in 1989.
- Why Israel became involved in the civil war in Lebanon.
- The U.S.'s response to Iraq's invasion of Kuwait.

Into a New Millennium

- **Key Terms:** Contract with America, service sector, downsize, North American Free Trade Agreement (NAFTA), outsourcing, al Qaeda, Taliban, USA PATRIOT Act, weapons of mass destruction (WMD), Sarbanes-Oxley Act, Great Recession, housing bubble, Troubled Asset Relief Program (TARP), American Recovery and Reinvestment Act (ARRA), Patient Protection and Affordable Care Act (PPACA), Benghazi, tea party, Internet, telecommute, geographic information system (GIS), Telecommunications Act of 1996, intellectual property, genetic engineering, urban flight, gentrification, Proposition 187
- **Key Figures:** William Jefferson Clinton, H. Ross Perot, Hillary Rodham Clinton, Newt Gingrich, Bill Gates, Steve Jobs, Michael Dell, Al Gore, George W. Bush, Osama bin Laden, Barack H. Obama, Joe Biden, John McCain, Sarah Palin (AAH)
- Which parts of the economy grew during the 1990s, and which declined.
- How and why the role of labor unions changed as the economy changed.
- What happened following the investigation of President Clinton.
- How the United States responded to acts of terrorism that occurred both at home and abroad during the Clinton years.
- The role the Electoral College played in the 2000 election.
- What happened on September 11, 2001.
- Why the invasion of Iraq was controversial, and the war proceeded.
- How the support for the administration varied over the eight years Bush was president.
- How President Bush tried to limit the damage of the country's economic problems.
- How the American Recovery and Reinvestment Act (ARRA) stabilized the economy.
- Why environmentalists criticized the Keystone XL Pipeline project.
- Examples of President Obama continuing foreign policy begun by President Bush. (AAH)
- The impact President Obama had on foreign policies related to Cuba and Iran. (AAH)
- Ways technology has affected American businesses and individuals.
- How technology is transforming access to education worldwide.
- What the Hubble Space Telescope discovered in late 1995.
- Change that has occurred in recent years with AIDS and cancer survival rates.
- How urban flight changed cities and suburbs.
- How natural disasters affect cities.
- Special problems that have struck downtown areas of small cities and towns, and solutions that have been attempted.
- Why so many Mexican immigrants came to the United States in 1994-1995.
- How the government addressed the issue of increasing minority populations.

The United States in the 21st Century

- **Key Terms:** drone, National Security Agency (NSA), racial profiling, human trafficking, national interest, ISIS, Boko Haram, minimum wage, income gap, *Citizens United v. Federal Election Commission*, political action committee (PAC), global climate change, fracking, biodiversity, flipped classroom, school vouchers, Individual with Disabilities Education Act (IDEA), globalization, free trade, comparative advantage, Kyoto Protocol, cultural diffusion, popular culture
- **Key Figures:** Vladimir Putin
- How terrorism has affected government policies.
- Why the USA PATRIOT Act has been renewed continually.
- Why there is tension between protecting both individual liberty and national security.
- What the UN's Millennium Development Goals are trying to achieve.
- How concerns about homeland security affected U.S. foreign policy.

- The impact the UN and NATO had in recent years, and how their relationship with the United States has changed over time.
- Why the United States tries to maintain good relations with China.
- The role the United States has played in international health care issues, including HIV/AIDS, and why these efforts are controversial.
- What usually determines social class in the United States.
- Causes of poverty.
- Criticisms of federal subsistence programs, and where the two main political parties usually stand on the issues.
- How a widening income gap affects individuals and society.
- How perception affects how people see environmental issues, and what is the result.
- Positive and negative events affecting American rivers.
- Why fossil fuels incite conflict.
- How advances in transportation help the environment.
- Why the flipped classroom may not be suitable for all students or teachers.
- The basic problem with using property taxes to fund public education.
- Which countries or organizations are usually U.S. trade partners and competitors.
- Ethical issues that international companies face.
- How globalization can both diminish and preserve traditional cultures.

Students will be able to...

Transitions and Conservatism

- Summarize Nixon's plans to lead the nation on a more conservative course.
- Analyze Nixon's efforts to win the support of southern Democrats.
- Describe the steps Nixon took to battle stagflation.
- Analyze how Nixon and his advisers sought to increase the power of the presidency.
- Summarize the details of the Watergate burglary.
- Describe how the Watergate scandal was uncovered.
- Explain why the House Judiciary Committee voted to impeach Nixon and analyze the impact of Watergate on American politics.
- Summarize Gerald Ford's effort to confront economic problems.
- Identify Jimmy Carter's approach to solving economic problems
- Analyze the growing realism of American television in the 1970s.
- Describe Carter's foreign policy.
- Analyze Carter's achievements and failures in foreign policy matters.
- Identify the reasons for the resurgence of conservative values, and list the major goals of the New Right.
- Analyze the emergence of Reagan and Bush as conservative leaders.
- Summarize the outcomes of the 1984 and 1988 presidential elections.
- Summarize Reagan's economic programs.
- Describe the changes that occurred in the makeup and decisions of the Supreme Court.
- Identify social concerns that the United States faced during the 1980s.
- Explain why Bush lost his reelection bid in 1992.
- Identify issues and events that affected U.S. foreign policy in Africa and Asia.
- Summarize U.S. actions taken to influence Central American and Caribbean affairs.
- Describe the events leading up to the Iran-Contra scandal and the Persian Gulf War.

Into a New Millennium

- Summarize the issues of the 1992 presidential campaign.
- Describe Clinton's stand on domestic issues.
- Analyze Clinton's approach to foreign policy.
- Explain the political events surrounding Clinton's impeachment trial.
- Identify the measures President Bush took to combat terrorism.
- Explain why Bush invaded Iraq.
- Identify the causes of the Great Recession.
- Identify the factors that helped the Democratic Party in the presidential election of 2008.
- Describe Obama's domestic agenda.
- Identify the foreign policy issues that dominated Obama's presidency.
- Summarize how increasing political partisan views affected governance.
- Describe the explosive growth of communications technology and subsequent industry regulations.
- Identify the specific application of technological advances.
- Identify causes of urban flight.
- Analyze the impact of the aging of America.
- Describe changing migration patterns and immigration policies.
- Examine the changing portrait of America.

The United States in the 21st Century

- Explain how an open democracy can counter terrorist acts.
- Explain how surveillance encroaches on individual privacy.
- Identify issues in the United States regarding crime, law enforcement, and public safety.
- Describe the guiding force determining U.S. foreign policy.
- Consider the pros and cons of U.S. involvement in international organizations and treaties.
- Examine how U.S. foreign policy varies from region to region.
- Explain the causes and extent of poverty in the United States.
- Describe the role of money in modern politics.
- Examine what the government has done to help poor people escape poverty.
- Identify the effects of population growth and distribution on the physical environment.
- Explain the conflict between environmentalism and economic development.
- Examine the roles of government entities and private citizens in managing the environment.
- Describe the changing classroom in the 21st century.
- Identify the challenges for education in the United States.
- Analyze the development and effects of the global economy.
- Identify the challenges of globalization.
- Describe the effects of cultural diffusion through the entertainment industry and identify the role of various media in the process.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Quizzes
- Essays
- Homework
- Anticipatory Sets
- Reflections Questions
- Class Discussion
- End of Unit Assessment
- Document-Based Questions (DBQs) Topics
 - The defining moment of the 1970s through the 1990s in the United States
 - The issue or development that has most affected the United States since the beginning of the 21st Century
 - The role the United States should play in global affairs

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Close Reading
- Create Representations
- Critique Reasoning
- Debate
- Debriefing
- Discussion Group
- Guided Discussion
- Jigsaw
- Look for a Pattern
- Making Connections
- Match Claims and Evidence
- Quickwrite
- Self/peer Revision
- Socratic Seminar
- Think-Pair-Share

RESOURCES

Teacher Resources:

Transitions and Conservatism

- [26. Transitions and Conservatism](#)

Into a New Millennium

- [27. Into a New Millennium](#)

The United States in the 21st Century

- [28. The United States in the 21st Century](#)

Equipment Needed:

- Laptops
- Projector