

**UNITED STATES HISTORY II
GRADE 11**

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

BOE Approval Date: September 19, 2022 Michael Nitti, Superintendent
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking – Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

The Research Simulation Task and the DBQ requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science. Technical Subjects 9-10

UNIT 1: THE GREAT DEPRESSION AND THE NEW DEAL (12 DAYS)

Why Is This Unit Important?

In an increasingly complex industrial society with great dependence on foreign markets and capital, the absence of a strong national government led directly to a prolonged period of economic and social stress and turmoil known as the Great Depression. The 1920's represented a time of economic boom for many Americans, but the uneven distribution of wealth, lack of regulation of the banking system, and a laissez-faire approach to business and labor was unsustainable. The Republican approach to economic and social policy lacked the awareness of greed, impulsiveness and an overreliance on consumption would have on a 'self-regulating' system.

The nation's Gross Domestic Product fell nearly 46% from 1929 to 1933, and one in every four Americans in the labor force were unemployed. Bread lines lengthened, banks closed, farmers lost their land and homes, homelessness spiked, and children suffered abandonment. Meanwhile, racial and gender disparities in employment and legal rights further alienated those members of society who had already been suffering from the effects of poverty, exploitation, and greed during the "boom" of the Roaring Twenties.

The election of Franklin D. Roosevelt in 1932 marked the onset of a "New Deal for all Americans." His economic policy included innovative social programs aimed at easing the pain of Americans. At the same time, he dramatically increased the power of the executive branch -- he exercised and exerted more power than any president before him, while establishing the trend known as the imperial presidency. Despite his efforts to invigorate economic growth with Keynesian strategies, the economy seemed unwilling to recover and during the late 1930's, suffered a second recessionary dip.

This interwar period serves as one of the most pivotal moments in American history. A study of the causes and effects of the Depression, of the role of the three branches of government and the Federal in maintaining a stable economy with low inflation is nearly as important as understanding the varied plights of tens of millions experienced as they plunged into unprecedented poverty and despair.

Enduring Understandings:

- Unfettered capitalism results in unequal distributions of wealth in ways that are damaging to macro-economies
- The concept of rugged individualism does not consider institutional and systemic barriers to socioeconomic upward mobility created by the clandestine relationships between big business lobbies and politicians, as evinced especially in the Depression and the Gilded Age
- Uncontrolled inflation or deflation can be hard to reign in, even with aggressive monetary policies
- Overproduction, over-speculation in the stock market, risky borrowing, an uneven distribution of wealth, and the collapse of banks brought about the massive contraction in the nation's economy

Essential Questions:

- Noting the varied responses individuals, families and businesses had to severe economic contraction and high unemployment, what lessons can be learned about human nature and behavior when faced with crippling scarcity of resources?
- How can another Great Depression be averted?
- Why is it important to study economics through the dual lens of both monetary and fiscal policies as well as social impact?
- What are the positive and negative aspects of FDR's presidency and presidential presence insofar as they concern executive power, the polity's perceptions of the responsibilities of the president, and the balance between the three branches of government?

Acquired Knowledge:

- Deleterious agricultural practices contributed to the severity of the Dust Bowl.
- The Great Depression resulted from government economic policies, business practices and individual decisions, and it impacted business and society.
- Several safeguards were put in place under President Roosevelt to ensure the American public against any future collapse of the banking system.
- Deflationary cycles may initially contribute to economic growth, but ultimately can hurt the economy if demand for goods and services continues to fall as consumers wait to buy in hopes of even lower prices.

Acquired Skills:

- Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- Explain the interdependence of various parts of a market economy.
- Compare and contrast the causes and outcomes of the Stock Market Crash in 1929 and other periods of economic instability.
- Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- Assess the effectiveness of myriad governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB and Social Security) in promoting the goals of relief, recovery and reform in the American economy.
- Compare and contrast the leadership abilities of Herbert Hoover and Franklin D. Roosevelt.

Assessment:

Formative Assessment:

- Categorization activity for New Deal programs: relief, recovery or reform?

Summative Assessment:

- Unit Test: Multiple choice; short answer responses to stimulus-based questions; and long answer responses
- Free-write essay: How does the New Deal fundamentally change the role of the federal government? What role should the government play concerning modern political issues?
- Quiz, causes and effects of the Great Depression.

Benchmark Assessment:

- Question response, "Was FDR successful in combating the Great Depression?"

Alternative Assessment:

- Performance Task (GRASPS)
 - Goal: Create an evidence-based presentation for display in a local history museum
 - Role: Exhibit curator
 - Audience: Museum patrons. The museum may have a particular focus for its collections.
 - Situation: The museum is seeking to help students draw parallels between recent challenges in the United States and world economies, and the historic Great Depression era.
 - Product: Students will produce digital and/or print materials which depict important evidence from the Great Depression. Materials will be accompanied by the student-historian's personal explanation and additional context. Materials should represent a majority of the following themes:
 - economic decision-making during the Great Depression (for example, bank runs and panic);
 - the experiences of children;
 - unique aspects of the minority American experience;
 - the psychology of decision making in daily life by men and women
 - comparing Great Depression circumstances and experiences across nations and regions of the world
 - Standards: Performance-based rubric
- In collaborative groups, create a plan for resolving one economic challenge or social condition in the modern economy, using knowledge gained from studying the Great Depression and the New Deal. Make a presentation to a designated business, labor, government or community group to pitch your plan.

Interdisciplinary Connections:

- Using *The Grapes of Wrath* and other period pieces to evaluate differing American attitudes towards the Great Depression and the New Deal: Language Arts, Visual and Performing Arts
- Comparing themes in Great Depression music and in popular music during ensuing economic recessions: Visual and Performing Arts
- Analyzing rational choice and other decision-making systems amongst individuals, organizations and businesses: Psychology, Mathematics

2020 NJCS:

6.1.12.GeoHE.9.a
6.1.12.EconNE.9.b
6.1.12.HistoryCA.9.a
6.1.12.CivicsPR.10.a
6.1.12.GeoHE.10.a
6.1.12.EconNM.10.a
6.1.12.HistoryCA.10.b

6.1.12.EconNE.9.a
6.1.12.HistoryCC.9.a
6.1.12.HistoryUP.9.a
6.1.12.CivicsPR.10.b
6.1.12.EconEM.10.a
6.1.12.HistoryCA.10.a

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall.
- American Pageant, *History of the American People*, Sixteenth Edition, Cengage Learning.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- Chang, Ha. *23 Things They Don't Tell You About Capitalism*. New York: Bloomsbury Press, 2010. Print.
- Dudley, William, and John Chalberg. *Opposing Viewpoints in American History*. Detroit: Greenhaven Press, 2007. Print.
- Maddox, Robert J., ed. *Annual Editions: American History*. Guilford, CT: Dushkin Pub. Group, 1995. Print.
- Powell, Jim. *FDR's Folly: How Roosevelt and His New Deal Prolonged the Great Depression*. New York: Crown Forum, 2003. Print.
- Selfridge, John D. *Franklin D. Roosevelt: The People's President*. New York: Ballantine, 1990. Print.
- Woods, Thomas E. *The Politically Incorrect Guide to American History*. Washington, D.C.: Regnery Pub., 2004. Print.
- *Cinderella Man (2005)*. Touchstone Pictures.
- Library of Congress. [The Great Depression and the Present Day](#).
- PBS Learning Media. [U.S. History: Causes of the Great Depression](#)

Technology Integration:

- Use Socrative app to test pre-unit knowledge
- Determine whether a now-defunct New Deal Program should return today -- share your analysis and resources using Padlet
- Diagram and explain a critique of a Great Depression-era advertisement using graphics software or Google Slides
- Utilize YouTube to discover Great Depression music

UNIT 2: THE RISE OF DICTATORS AND WORLD WAR II (12 DAYS)

Why Is This Unit Important?

This unit will begin by examining the rise of isolationism, nationalism and fascism during the interwar period. A major theme will be the concept of *upstander* and *bystander* with respect to minorities in society. The Holocaust of Jews in Germany is perhaps the greatest and most well-known example of genocide in modern history. The Holocaust is integral to the study of World War II, as it reinforced Nazi principles and fueled Hitler's war machine.

The United States faced an unprecedented attack and ensuing two-front war starting with the Japanese attack at Pearl Harbor on December 7, 1941. The United States had slowly emerged from its isolationist stance and towards full military and economic mobilization. The Axis Powers enjoyed a considerable head start, but the "production miracle", large scale draft of military manpower and a largely united society fueled decisive battles in the Pacific and North Africa in 1942 and 1943. Without an unprecedented shift in the labor force, contributions of women and racial minorities and continued government intervention, American victory would not have been possible. D-Day, Iwo Jima and the use of the atomic bomb at Hiroshima and Nagasaki will help students to understand the scope of sacrifice and challenge to defeat fascism, as well as the moral dilemmas involved in critical decisions.

This era in American history reveals the challenges of often divergent forces in our unique system as economic and racial theory vie with democratic principles. The internment of Japanese-American citizens and the *Korematsu* case are important for critical analysis, as well as comparison to events in today's society.

Enduring Understandings:

- Students will debunk the flawed racial theories of the Nazi Germany and Imperial Japan and consider the importance of tolerance
- Students will investigate the foreign policy trend from isolation to intervention
- Students will analyze the impact of technology on warfare during World War II and contemplate the morality of total war
- Students will consider the burdens of citizenship during a time of war
- Students will contemplate the ongoing struggle for racial and gender equality and evaluate the progress for minorities and women
- Students will evaluate the political, social and economic factors that allowed the rise of fascism
- Students will compare with varying perspectives of victims, survivors, bystanders, rescuers and perpetrators during the Holocaust

Essential Questions:

- How should the United States respond to aggressor nations?
- Did the international community fail the Jews during the holocaust?
- How did the Holocaust and World War II lead to the establishment of the UN?
- What factors determine US involvement in war?
- Are war-time measures devised to protect the country, such as internment, unjust?
- Is the use of propaganda during war justified?
- Was the decision to use the atomic bomb immoral?
- Has the status for women and minorities changed significantly during this time period?
- How have technological advancements changed the nature of war?
- What role did New Jersey communities and industries play in the mobilization for war?

Acquired Knowledge:

- Identify the factors driving American foreign policy.
- Chronicle the events leading up to U.S. involvement in World War II.
- Explain the role propaganda plays in preparation for war.
- Analyze government management of the wartime economy.
- Determine how technological advancements affected the nature of World War II on land, on water and in the air.
- Identify Nuremberg Laws and other policies that target the Jewish population in Germany.
- Identify factors that contribute to the rise of totalitarian governments.
- Trace the events leading to the development and dropping of the atomic bomb.

Acquired Skills:

- Discuss the perspectives of isolationists and interventionists.
- Analyze primary source documents in the formation of arguments in favor of and against Japanese internment camps.
- Analyze the causes and impact of World War II.
- Work cooperatively to consider the impact of the war on minorities, labor, and business.
- Evaluate the achievements of minorities during World War II.
- Judge government response to the Holocaust.
- Map skills – compare the pre and post-World War II maps to note significant changes.
- Debate the use of the atomic bomb against Japan.
- Connect the factors in the end of World War II to the origins of the Cold War.

Assessments:

Formative:

- Create interactive timeline: territorial aggression in Europe and Asia
- Discussion groups: Uncovering causes of American isolation in the 1930s
- Document Analysis: *Korematsu* decision.

Summative:

- Unit Test: Multiple choice; short answer responses to stimulus-based questions; and long answer responses
- Document-Based Question Response: Studs Terkel referred to World War II as 'the good war'. Is this a fair label, or, is the notion of WWII as 'good war' a myth? Use sources to support your view.

Benchmark:

- Question response, "Were the United States responses to 1930's global aggression optimal? Why or why not?"

Alternative:

- *The Book Thief* project: Select a difficult ethical or moral decision in the novel, and reconsider the choice(s) through the lens of today's world: how would the modern response be similar or different? Why?
- Mock Supreme Court hearing: representing Fred Korematsu. Students work to write and present materials supporting his case; other students serve as justices to provide questioning on legal and social issues.
- *Choices Program* simulation: *U.S. Genocide Policy for the Future*. Students self-select into one of four policy options, using evidence from the Holocaust in support.

Interdisciplinary Connections:

- Analyzing memorials and their depiction of collective memory from one military theater during World War II: how does the local portrayal of events and tragedies differ from American perception? Psychology, Graphic Arts, Rhetoric
- Critique portrait and landscape paintings from the World War II era: Visual Arts
- Identifying and evaluating the advancements in basic research in physics and chemistry as they were developed in warfare, medicine and communications: natural sciences

2020 NJCS:

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|-------------------------|-----------------------|
| • 6.1.12.CivicsDP.11.a | 6.1.12.CivicsHR.11.a |
| • 6.1.12.CivicsHR.11.b | 6.1.12.EconET.11.a |
| • 6.1.12.HistoryCC.11.a | 6.1.12.HistoryCA.11.a |
| • 6.1.12.HistoryCA.11.b | 6.1.12.HistoryCC.11.b |
| • 6.1.12.HistoryCC.11.c | 6.1.12.HistoryCC.11.d |

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall.
- American Pageant, *History of the American People*, Sixteenth Edition, Cengage Learning.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- Opposing Viewpoints in American History *Volume II*. San Diego, California: Greenhaven Press, Inc., 1996. (28A and 28B) – 'Lend Lease'
- Opposing Viewpoints in American History *Volume II*. San Diego, California: Greenhaven Press, Inc., 1996. (29A and 29B) – 'Korematsu Decision'
- Zusak, Markus, *The Book Thief*, Knopf, New York, 2005
- Wiesel, Elie, *Night*, Hill and Wang, New York, 2006
- *Nuremberg Laws 1934 and Virginia Code: Racial Integrity Act of 1924*
- *A History of Eastern Aircraft Division General Motors Corporation Trenton, NJ 1944*
- DVD – *The Century – Over the Edge, Civilians at War, Homefront*. ABC News. 1999
- Holocaust Mandate

Suggested Learning Activities:

- Venn Diagram: Causes of fascism across time and regions
- Create a timeline of territorial aggression in Europe and Asia.
- Primary sources: Citizen attempts to resist fascist regimes
- Categorization and Matching: Battles, Strategies and Physical Geography of World War II
- Investigation: Why did World War II lead to the Great Migration?
- Book study: *Farewell to Manzanar*
- *Primary Sources: Library of Congress sources on Rosie the Riveter*
- *Choices Program: Japanese internment in the West*
- Compare/Contrast: Nuremberg Laws to American segregation laws
- Conflict resolution activity: role playing the negotiations at Yalta and Potsdam
- Appeasement and neutrality across time: Evaluate American intervention in foreign conflicts since the 1930's

Interdisciplinary Connections:

- *The Book Thief; Night, A Farewell to Manzanar*: Literature
- Examination of the Manhattan Project and implications of nuclear weapons for humankind and the environment: Science

Technology Integration:

- Create an interactive timeline using [Time Graphics](#): Fascist regime policy making during the early-to-mid 1930's
- Interactive maps via [Omni Atlas](#) on Pacific Theater
- Auschwitz Memorial and [Museum Virtual Tour](#)
- Utilize Canvas Discussions and dynamic Google Docs to share different analyses, compile data and collaborate with primary resources on isolation/intervention debate

Additional Teacher Resources:

- *Schindler's List*, Universal Studios, directed by Steven Spielberg, 1993 *Band of Brothers*, HBO, Directed by David Frankel, 2002 – Part 9 Why We Fight
- *Disney Shorts*, World War II Propaganda
- *Saving Private Ryan*, D-Day scene, Directed by Steven Spielberg, 1999
- *Pearl Harbor*, Surprise attack scene, Directed by Michael Bay, 2001
- *Boy in the Striped Pajamas*, Miramax, 2009

UNIT 3: THE EARLY COLD WAR ERA: CONSUMERISM AND CONFORMITY (12 DAYS)

Why Is This Unit Important?

This unit will allow students to make connections between the ideological roots of the Cold War and the emerging political, diplomatic and cultural challenges of the 1950's. Students will examine the many proxy wars during this era, evolving Cold War alliances and the concept of mutually-assured destruction. Significant changes in the post war economy and the long-term implications of the baby boom will also be addressed. McCarthyism – a key intersection between domestic society and global conflict – will be investigated as part of an ongoing theme of tradeoffs between civil liberties vs. physical security. A desire for normalcy and post-victory rewards led to a dramatic expansion of consumer culture; the economic and social conformity of the time reinforced the need for national unity while under the threat of nuclear war. Racial inequities and gender roles/perceptions from the era will be examined in detail and compared across time.

Enduring Understandings:

- The fear of communism had a significant and lasting impact on many areas of domestic and foreign policy
- Comparing and contrasting capitalist and democratic ideologies with socialism and communism is at the forefront of understanding the emerging Cold War conflict and societies.
- Consumerism could be found in nearly every aspect of American life during the 1950's; this was a change from previous eras.
- Popular music reflected a variety of important, and often conflicting, generational values and themes
- The struggle for gender and racial equality was evident during this time, although often masked by society's overriding desire to promote social conformity
- The suburbs promoted the development of a happy, secure citizenry and the reinforcement of conformist values; they also laid bare the differences in standard of living and economic opportunity between white Americans and people of color.

Essential Questions:

- Could the Cold War have been avoided?
- Does the United States have an obligation to support democracies across the globe?
- What foreign and domestic factors led to McCarthy's Red Scare and society's willingness to endorse it?
- Which technological advancements had the greatest impact on society?
- Did women take a step back with regard to their liberties during the 50s?
- Was greater social conformity necessary, or dangerous?
- What impact did the Interstate Highway Act and the growth in the automobile industry have on the American economy and society?
- How does one evaluate the environmental impact of 1950's consumerism?
- Was Eisenhower's caution about the military-industrial complex justified?
- Did Americans enjoy an improvement in their quality of life and standard of living?
- What was the reasoning for the United States' mission to reach the surface of Earth's moon by the end of the 1960's?

Assessments:

Formative:

- Walk The Line: to what extent should the United States have supported democratic regimes around the world?
- Canvas discussion: how did geography play a role in the early Cold War?
- Categorization: sorting countries into bipolar system and tripolar system alliances
- Silent big paper: how did ethnic minorities and women experience economic prosperity, economic opportunity, social acceptance and willingness to confirm to societal norms?
- Modified Socratic Discussion:
 - What foreign and domestic factors led to McCarthy's Red Scare?
 - What were the positive and negative results of the McCarthy phenomenon?
 - Was McCarthy a patriot?

Summative:

- Unit Test: Multiple choice; short answer responses to stimulus-based questions; and long answer responses
- Document-Based Question Response: How did political rhetoric shape the responses of the superpowers during the 1950's and 1960's?
- Essay: In Eisenhower's farewell address he cautioned the United States about the growing 'military-industrial complex.' Eisenhower realized that during the Cold War there was a danger of trading away liberties for security. The Bush 43 and Obama administrations have faced difficult challenges in the War on Terror. What advice would Ike give the current U.S. president in a post 9/11 world? Support your answer with examples from the Eisenhower era and recent policy.

Benchmark:

- Question response, "Were fears of a nuclear war real or imagined?"

Alternative:

- Create a TV news program using imagery, language and tone from the 1950's. Report on and describe a modern-day problem, but use the visual and auditory styles of an authentic 1950's television broadcast.

Acquired Knowledge:

- Recognize the geopolitical changes in reshaping of the globe after World War II.
- Identify satellite nations controlled by the Soviet Union.
- Define and explain capitalism and communism.
- Identify the factors that influenced formation of post-war alliances and organizations.
- Trace the events of the McCarthy Era.
- Identify new technologies and advancements in business during the 1950's.
- Identify political, economic and social factors that lead to the development of the suburbs.
- Differentiate mainstream 50's culture with minority cultures, subcultures and countercultures.

Acquired Skills:

- Map post-war political alliances such as NATO and Warsaw Pact.
- Compare and contrast Soviet and American objectives in Europe.
- Analyze the impact of McCarthyism on civil liberties.
- Assess the impact of new technologies on society; determine had the greatest impact on societies.
- Predict how Eisenhower would advise a modern political figure to proceed with a national security problem.

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall.
- American Pageant, *History of the American People*, Sixteenth Edition, Cengage Learning.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- Opposing Viewpoints in American History *Volume II*. San Diego, California: Greenhaven Press Inc., 1996. (32 A and B) – McCarthy
- Census Bureau, Post-War Economic and Demographic Statistics
- Crampton, Gertrude. *Tootle*. A Golden Book, New York: 1945-1973
- *Eisenhower's Farwell Address*
- DVD – *The Century: Best Years; Happy Daze*, ABC News. 1999
- Opposing Viewpoints in American History *Volume II*. San Diego, California: Greenhaven Press, Inc., 1996 Viewpoint 34A and 34B
- *Good Night and Good Luck*. Directed by George Clooney. Warner Brothers Studios: 2006
- CNN's *Cold War*. Documentary series, 1999.
- [Paul Robeson Testifies before HUAC](#).

NJSLS Standards:

6.1.12.EconNE.12.a	6.1.12.HistoryCC.12.c
6.1.12.HistoryCC.12.d	6.1.12.HistoryCC.12.e
6.1.12.GeoPP.13.a	6.1.12.EconNE.13.a
6.1.12.HistoryUP.13.a	6.1.12.HistorySE.13.a

Suggested Learning Activities:

- Reading and listening to HUAC testimony in a Mock Trial format. Students, as attorneys, can raise objections and/or Constitutional or national security issues.
- Read and interpret major policy documents and policy speeches, such as Truman Doctrine, Marshall Plan, Iron Curtain, George Kennan's Containment.
- Canvas Discussion: What are the perils of technology – then, and now?
- Individual Research: How did children's literature indoctrinate young people into acceptable social norms?
- Using games to simulate geopolitical problems and scenarios during the early Cold War.
- *Choices Program*: The Cuban Missile Crisis: Considering Its Place in Cold War History

Interdisciplinary Connections:

- Reading Gertrude Crampton's *Tootle* (1945) and comparing its conformist themes to children's literature today: literature
- Analyzing the architecture and style of Levittown homes, as well as the structure of Levittown communities: art, architecture and design
- Listening to emerging genres of music: jazz, rock and roll, blues; analyze for seeds of discontent with societal norms and movement for social conformity: music

Technology Integration:

- Use Padlet and iMovie to create 1950's-style news report broadcast
- Use of Canvas Studio to assess student understanding of geopolitical factors during the early Cold War
- Use of Soundcloud to listen to 1950's genres of music

UNIT 4: THE CIVIL RIGHTS MOVEMENT AND THE PROMISE OF EQUALITY (12 DAYS)

Why Is This Unit Important?

To start, students will revisit earlier learning about the myriad historical injustices brought upon African-Americans in the United States. This unit will examine the concentrated efforts of African Americans, and others, to execute strategies to bring a greater degree of political, social and economic opportunities to all people of color. A series of monumental events and tragedies formed the backbone of the movement and led to an effective national majority in favor of genuine racial equality: the *Brown* case, murder of Emmett Till, Montgomery Bus Boycott, March on Washington, D.C. and Bloody Sunday, among others. By 1960, most Americans began to understand the harsh disenfranchisement and abject poverty brought upon black America by a hundred years of Jim Crow, poll taxes and unfettered terror by white supremacist organizations such as the Ku Klux Klan.

Through a variety of non-violent protest strategies, use of the federal courts and use of the media, the Civil Rights Movement persisted and delivered a wide variety of gains for African-American civil liberties. The Civil Rights movement produced some of America's most revered national leaders. A. Philip Randolph, John Lewis, Fannie Lou Hamer, Rev. Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Ella Baker, among many others, built upon the efforts of W.E.B. DuBois, Frederick Douglass, Booker T. Washington, Sojourner Truth and Harriet Tubman to build a path to genuine freedom and full citizenship for black Americans. In this unit, students will be able to explore the current state of race relations as they consider the long-term impact of these activists. Students will understand the historical case studies of activism, and the leaders themselves, so they may be empowered to create positive change in our community and continue the journey toward equality and justice *for all* in our country.

Enduring Understandings:

- Students will identify and explain the historical injustices experienced by people of color in the United States
- Students will evaluate Constitutional principles which form the bases of equality, justice and freedom in the United States
- Students will make connections between the longstanding systemic barriers to equality and freedom in the United States
- Students will compare and contrast the characteristics of violent and nonviolent protest, and how nonviolence and civil disobedience became the hallmark of the early Civil Rights Movement
- Students will recognize the differences between *de jure* segregation and *de facto* segregation
- Students will identify the process for becoming a voter in the United States, the legal and Constitutional basis for citizens to have the right to vote, and understand how the franchise was a critical element in the growth of genuine democracy in the country.
- Students will learn about the variety of organizations involved in the Civil Rights Movement, such as the NAACP, SNCC and SCLC, and the roles they played in protest and progress.
- Students will discover and develop further connections about intersectionality within the Civil Rights Movement, and the challenges faced by women and LGBTQ+ black Americans.
- Students will understand the roles of the federal judiciary, United States Congress, state governors, the President of the United States and federal executive agencies as promoters of (and sometimes barriers to) an honest and effective application of equal protection principles under the 14th Amendment to the Constitution.
- The New Frontier and Great Society both served as vehicles to promote racial equality as well as American global strength during the Kennedy and Johnson administrations.

Essential Questions:

- Where did the Supreme Court derive its power to make the historic *Brown v. Board of Education* decision?
- To what degree, and in what ways, was the Civil Rights Movement an era of social improvement for black Americans?
- Which civil rights strategies were met with widespread opposition; which were supported more universally by Americans? How do we know?
- Can one say that the Civil Rights Movement is complete and successful, or that it is still ongoing?
- Why did the Civil Rights Movement splinter into two factions, with two sets of strategies, in the mid-1960's?
- How did non-activist citizens play an active role in the quest for equality for black Americans?
- In what ways did the Civil Rights Acts of 1964 and 1968 change American life?
- Are all American citizens equal under the law?
- How did the American Indian Movement (AIM) and La Raza Unida fare in their request for greater equality during the same time period?

Acquired Knowledge:

- Classify the various Civil Rights groups (NAACP, CORE, SCLC, SNCC)
- Identify significant Civil Rights leaders
- Explain major Civil Rights legislation and court rulings
- Identify the major goals of the various Civil Rights movement groups
- Identify policies to further racial equality by the Eisenhower, Kennedy and Johnson administrations
- Identify and explain the Constitutional rationale for major SCOTUS decisions

Acquired Skills:

- Compare and contrast Martin Luther King and Malcolm X
- Analyze statistics to determine success of Freedom Summer
- Analyze Earl Warren's argument on the desegregation of public schools
- Make an argument on the overall success or failure of the Civil Rights Movement
- Sequence the events of the Civil Rights movement on a timeline
- Research Civil Rights legislation and modern Civil Rights issues
- Compare and contrast policies of New Frontier and Great Society Evaluate assassination conspiracy theories
- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- Utilize courtroom techniques and strategies to further a legal argument.

Assessments:

Formative:

- Silent Big Paper: responding to quotes from civil rights leaders and regular heroes
- Mock Trial practice: direct/cross examinations and opening/closing statements representing Brown, Loving, Mapp, Gideon, Miranda.
- Evaluating media tactics and strategies: reading, listening to and watching media appearances by black Americans and civil rights leaders. How did the Movement garner support from white America?
- *Choices Program*: Freedom Now, The Civil Rights Movement in Mississippi (Four Futures activity)
- Categorization: Match the activist strategy with the desired/achieved right
- *Jeopardy!* or *Kahoot!* on Constitutional principles on civil liberties and civil rights
- Socratic Discussion: Is the Roberts Court invalidating the decisions of the Warren Court, or merely making necessary adjustments?

Summative:

- Unit Test: Multiple choice; short answer responses to stimulus-based questions; and long answer responses
- Document-Based Question Response: Which CRM activist strategies led to greater equality, freedom and opportunity for all Americans?

Benchmark:

- Question response, "How did rhetoric during the Civil Rights Movement inspire Americans to be more tolerant and inclusive?"

Alternative:

- Performance tasks
 - (GRASPS) Civil Rights Roundtable – Research and role-play civil rights leaders
 - (GRASPS) Civil Rights Newscast – Research Civil Rights event; role play historical figure; report event in form of news broadcast · Civil Rights Hall of Fame-Research and Present
- Public art mural project
 - Design a public gallery or piece which would give a 2020's take on the relevance of the Civil Rights Movement for students and young people today. Explain how the various visual features would communicate new values.

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall.
- American Pageant, *History of the American People*, Sixteenth Edition, Cengage Learning.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- Opposing Viewpoints in American History *Volume II*. San Diego, California: Greenhaven Press, Inc., 1996 (33A and 33B)
- DVD - *The Century, Poisoned Dreams, Unpinned*, ABC News. 1999
- *Eyes on the Prize*, 1954-65, Blackside Productions, PBS
- *Mississippi Burning*, Directed by Alan Parker, Orion Pictures, 1989
- [Amistad Digital Resource](#)
- *Letter from Birmingham Jail*, Rev. Dr. Martin Luther King, Jr., 1963
- *I Have A Dream*, Rev. Dr. Martin Luther King, Jr., 1963
- *The Other America*, Rev. Dr. Martin Luther King, Jr., 1967
- *I've Been To The Mountaintop*, Rev. Dr. Martin Luther King, Jr., 1968
- *Black Power*, Stokely Carmichael, 1966
- *The Autobiography of Malcolm X*, 1965
- Voter Literacy Tests from Mississippi and Alabama, 1940's and 1950's

NJSLS Standards:

6.1.12.CivicsPI.13.a	6.1.12.CivicsDP.13.a
6.1.12.GeoPP.13.a	6.1.12.EconEM.13.a
6.1.12.HistoryCC.13.a	6.1.12.HistoryCC.13.c
6.1.12.HistoryCC.13.d	6.1.12.HistoryUP.13.a
6.1.12.CivicsPI.14.c	6.1.12.CivicsPI.14.d

Suggested Learning Activities:

- *Choices Program:*
 - Freedom Now, The Civil Rights Movement in Mississippi
- *Teaching Tolerance:*
 - Civil Rights and Social Movements
 - MLK and his Leadership in the Civil Rights Movement
- *Facing History:*
 - Choices in Little Rock
 - Eyes on the Prize: America's Civil Rights Movement
- Annotate primary source documents with personal analyses (class groupthink) using Google Docs
- Equity strategies from *Facing History*
- Using Census Bureau data to understand the impact of civil rights era policymaking.
- "You Make The Call": How did the Warren Court rule on lesser-known civil liberties and civil rights cases?

Interdisciplinary Connections:

- Understanding how time, distance and money played a role in the disenfranchisement of black Americans prior to the Voting Rights Act of 1965: mathematics
- Read or view dramatic interpretations of Civil Rights Era events to understand how new generations understood and internalized their importance and relevance: literature, drama, music

Technology Integration:

- Using Google Documents so each can give their personal annotations to one or two lines of an important Civil Rights Era speech
- Using Canvas Studio to have students view and respond to flipped classroom videos relating to protest and rhetoric during the movement
- In place of "silent big paper" for reflections on tough questions about equality, racial identity and freedom, using Jamboard
- Youtube and Soundcloud to listen to music from the Era

UNIT 5: THE VIETNAM WAR, WATERGATE AND FEMINISM: AMERICAN DIVISION DURING THE 1970's (12 DAYS)

Why Is This Unit Important?

The Vietnam War began as a war of French colonialism, but ended as the most divisive failure in United States military history. It is perhaps the most famous of all of the proxy wars between the United States and the Soviet Union. Students will learn how the Vietnam War was yet another chapter in the struggle between the superpowers, but became something much different by the late 1960's – an entrenched conflict where unprecedented numbers of young, unprepared American soldiers were committed to fight an enemy they did not know or recognize – for a cause that seemed far less important than the inequalities and injustices occurring back on home soil. A major part of the unit will be learning about how the war influenced protest movements, and how protest movements affected military and political decision making on the front lines.

Students will learn how American support of the war waned as body count increased. The brutal nature of the guerilla style fighting in an unfamiliar land, transmitted and explained nightly to American living rooms, made it difficult for the Johnson administration to advocate for continued escalation and support of the war. Students will examine the racial composition of the American military on the front lines in Vietnam and Cambodia. They will determine if Nixon's 1968 campaign pledges matched his administration's actions during the balance of the war.

Protest at home merged with the countercultural movements of the era. At the same time, American feminist movements were reasserting arguments for full economic and social equality and establishing new norms for freedom of behavior. The National Organization for Women and the proposed Equal Rights Amendment signaled the growing power of the female electorate during the 1970's. The first significant, widespread LGBTQ+ movement grew from the Stonewall riots. Students will examine activism and messages relating to these gender and sexuality movements, and put them alongside the anti-war protests of the same era.

As if the above weren't enough to engage and challenge American society, the Constitution and American democracy itself faced a major challenge when, through intrepid reporting by the Washington Post reporters Carl Woodward and Bob Bernstein, it became clear that the executive branch of the federal government and the President himself were involved in a cover-up of the election-related breaking of the Watergate Hotel and the Democratic National Committee headquarters. At the conclusion of the Watergate scandal, voter turnout and political engagement plunged to record lows. Students will examine the causes and consequences of Watergate and its implications for considering the power and responsibilities of American politicians today.

Enduring Understandings:

- Students will determine why a colonial conflict led to another proxy war between capitalist/democratic and communist ideologies.
- Students will uncover connections between music/popular culture and goals of protest movements and social activism.
- Students will evaluate the Vietnam War through the lens of containment foreign policy.
- Students will evaluate the American military's readiness for war in Southeast Asia.
- Students will determine how the Vietnam War influenced protest movements, and how protests influenced stages of the war itself.
- Students will examine the intersections between the Vietnam War, counterculture, race, gender and sexuality during the 1960's and 1970's.
- Students will track the changes in military engagement in Vietnam from the Eisenhower administration through the Ford administration.
- Students will determine the culpability of the Nixon administration in its actions relating to the Watergate scandal.
- Students will evaluate the impact of the feminist movement on daily life in America, and trace its influences through the 1980's and 1990's.

Essential Questions:

- Were American efforts in Vietnam justified?
- Was the United States capable of winning the Vietnam War?
- Did the feminist movement achieve its goals?
- What forms of protest were most successful?
- Did the behavior of the counterculture diminish its message?
- What impact did the Watergate scandal have on the people's faith in government?
- Can political institutions survive scandals?

Acquired Knowledge:

- Identify the nations of Southeast Asia.
- Explain Domino Theory and apply to American foreign policy in Southeast Asia.
- Chronicle the radicalization of the anti-war movement
- Trace the development of social movements in the 1970s
- Identify factors that led to shifts in US policy towards Vietnam
- Identify and define major battles and features of physical geography which led to momentum changes in the Vietnam War
- Analyze the importance of (and differentiate between) agencies of the federal government with respect to foreign and military policy
- Interpret the significance of major countercultural and feminist leaders during the 1960's and 1970's.

Acquired Skills:

- Explain the process of impeachment of an American president
- Debate the validity of American Foreign policy in Vietnam
- Analyze the racial, class and gender origins of prominent and influential music artists during the era
- Use voting and public opinion data to uncover the impact of the major events of the era, including the Watergate scandal
- Compare and contrast foreign policy changes under Johnson, Nixon, Ford and Carter
- Consider the involvement of, and impact on social movements for ethnic minorities, women and LGBTQ+ Americans.
- Determine the success or failure of the War on Poverty.

Assessments:

Formative Assessment:

- Silent Big Paper: responding to quotes from political and military leaders, popular culture figures, activists and members of Nixon's "silent majority"
- Conflict resolution: devising strategies, rhetoric tactics to challenge unequal, gender-based pay
- Evaluating media tactics and strategies: reading, listening to and watching media reporting on major events of the Vietnam War, such as the Tet Offensive and the Kent State massacre. How did the media shape the war and protest movements?
- *Choices Program*: The Limits of Power: The United States in Vietnam (Four Futures activity)
- Categorization: Match the activist strategy with the desired/achieved right
- *Jeopardy!* or *Kahoot!* on Constitutional principles relating to executive power
- Fishbowl Discussion: What were the short-term and long-term effects of America's loss in Vietnam? Is America's result in Vietnam significant?
- Primary sources: How do letters and interviews from frontline soldiers characterize the Vietnam War experience? What differences existed for soldiers of color?
- Walk the Line: was the feminist movement successful in its aims?

Summative:

- Unit Test: Multiple choice; short answer responses to stimulus-based questions; and long answer responses
- Document-Based Question Response: Which geographical, political and social features of the early Vietnam War indicate potential failure by the United States military and policymakers?
- Free-write essay: How did Watergate, the Pentagon Papers, and other political scandals of the 1970s fundamentally change the role of the presidency? What is the long term impact of scandals on the faith that voters have in their government institutions?

Benchmark:

- Question response, "Did the media cause the United States to lose the Vietnam War and withdraw, or was the media merely reflecting the realities of the situation?"

Alternative:

- Performance Task (GRASPS)
 - Goal: Create a media journal for publication to be used in network news broadcasts.
 - Role: White House press corps member
 - Audience: Major media outlet covering Nixon White House
 - Situation: A major news media outlet is looking for information that can be relayed from a member of the Nixon White House press corps. The information provided will be used during broadcasts to detail the process of détente.
 - Product: Students will produce Powtoons trace the experiences of Nixon as he pursues the policies of realpolitik and détente. The videos must document Nixon's foreign policy programs and include the following reports:
 - reporting that traces the motives that move the U.S. away from hawkish policies of the Cold War
 - reporting that discuss the effects of détente on Chinese and Soviet relations;
 - reporting that addresses the conflicting views on détente among U.S. foreign policy advocates;
 - reporting that discusses the global impact of détente.
- Each report should have commentary that summarizes the elements of détente and offers a brief analysis its effects on American society.
- Standards: Analytical Rubric
- Book Project: *The Things They Carried*: Using available technology (moviemaker, Glogster, Digital vaults), students will employ primary sources to support or debunk the stories and themes presented in *The Things They Carried*.
- Analysis music and lyrics -- Music as an indicator of Social Change. 1970s mix tape representing hawk/dove perspective on the Vietnam War and the anti-war protest movement.

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall.
- American Pageant, *History of the American People*, Sixteenth Edition, Cengage Learning.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- Opposing Viewpoints in American History *Volume II*. San Diego, California: Greenhaven Press, Inc., 1996 (36 A and B) -- *Vietnam Justified*
- Opposing Viewpoints in American History *Volume II*. San Diego, California: Greenhaven Press, Inc., 1996 (37 A and B) – *SDS*
- Tim O'Brien: *The Things They Carried*
- Spotify playlist, [Late 1960's & Counterculture](#)
- Center for Learning: *The Crimes of Richard Nixon*
- DVD - *The Century*, Approaching the Apocalypse - 1971-75. ABC News.
- DVD - Gibson, Mel, *We Were Soldiers*, Paramount Pictures, 2002
- *Vietnam in HD*, The History Channel, 2015
- Christopher Newport University: [Primary Sources: The 1970's: Women](#)
- National Geographic, "[How the Stonewall uprising ignited the modern LGBTQ rights movement](#)", 2020.

NJSLS Standards:

6.1.12.CivicsPI.14.b
6.1.12.CivicsPI.14.d
6.1.12.HistoryCA.14.a
6.1.12.HistoryCA.14.c
6.1.12.HistorySE.14.b
6.1.12.EconNE.15.a
6.1.12.HistorySE.15.c
6.1.12.HistoryUP.16.a

6.1.12.CivicsPI.14.c
6.1.12.CivicsDP.14.a
6.1.12.HistoryCA.14.b
6.1.12.HistorySE.14.a
6.1.12.HistoryCC.14.c
6.1.12.HistoryCC.15.c
6.1.12.CivicsPD.16.a
6.1.12.HistoryCC.16.b

Suggested Learning Activities:

- Fishbowl seminar: Arguments from Hawks and Doves during the Vietnam War: which points proved noteworthy as we reflect upon the War 50 years later?
- Student presentations interpreting a protest/counterculture song from the era
- Use watergate.info for a WebQuest on important moments during the Watergate investigation and scandal
- Document Analysis – *Crimes of Richard Nixon*
- Read Aloud strategies - *The Things They Carried*
- Venn diagram showing comparison of Vietnam War soldiers based upon race
- Film and media analysis: how did Hollywood depiction of Vietnam compare to media/news reporting?
- Map analysis

Interdisciplinary Connections:

- Analysis of military escalation and body count data: mathematics
- Interpretation of dramatic interpretations of the Vietnam War over time: drama, literature
- Impact of Agent Orange on the American soldier: science, health and medicine

Technology Integration:

- Powtoon video journals
- Using Movie-maker, animation programs to depict counterculture actors or feminist and anti-war protest
- Using Google Documents so each can give their personal annotations to one or two lines of lyrics to an important song
- Using Canvas Studio to have students view and respond to flipped classroom videos relating to protest and rhetoric during the movement
- In place of “silent big paper” for reflections on tough questions about equality, racial identity and freedom, using Jamboard
- Youtube and Soundcloud to listen to music from the Era

UNIT 6: THE REAGAN-ERA NEW CONSERVATISM (12 DAYS)

Why Is This Unit Important?

After more than a decade of an expansion of civil liberties, civil rights, immigration, public education, economic/housing opportunities and equal protection under the law, the Reagan era introduced limited government and conservative cultural responses to all areas of policy and American life. Most notably, limits to affirmative action, the failure of the Equal Rights Amendment, the “War on Drugs”, the end of progressive taxation and end to Nixon’s Cold War *detente* with the Soviet Union indicated the about-face in federal policymaking.

Known as the New Right, students will investigate its cultural, social and political influence during the 1980’s. The growth of evangelical Christianity and a new Christian Coalition of churches and political groups sought to reshape changes in social behavior brought about during the counterculture era. Required warning labels for musical artists, categorizing the growing AIDS epidemic solely as a LGBTQ problem, a significant rollback on welfare funding and a resurgent anti-abortion movement served to define the era.

At the same time, conservatism took on the national economy and national defense and brought unprecedented changes. Historic increases in military spending to renew confrontation with the communist Soviet Union, dramatic federal tax decreases for the wealthy, heavy deregulation of business, commerce and banking, and the increased power of Wall Street all followed the tenets of a new conservative economic theory called supply-side economics. While economic growth during the decade was the highest since the 1950’s, a widening gap between rich and poor ensued. Presidents Reagan and Bush presided over the fall of the Berlin Wall, Soviet Union and the end of the Cold War. Students will determine the extent to which Reagan administration policies led to, or hastened, the end of the 45 year-long conflict.

Enduring Understandings:

- Students will identify the connections between foreign/military policies and economic/social policies.
- Students will determine how the United States governments supported regime change to slowly bring the divide between East and West to an end.
- Students will be able to analyze changes in foreign policy during the Reagan and Bush administrations.
- Students will evaluate how conservative shifts in social policies and cultural norms affected the youth of the 1980’s and 90’s
- Students will categorize policies according to economic and social ideology.
- Students will explain the impact of supply-side economics on the lives of American citizens.
- Students will view the 1980’s through the lens of Reagan speeches and popular culture responses.

Essential Questions:

- Why did the Cold War end? Was American foreign policy responsible?
- In which ways was Ronald Reagan a moral leader of the United States?
- Does the U.S. have a responsibility to promote democracy around the world?
- Did the limited government of the 1980's promote greater freedom, liberty and equality?
- Were Americans financially better off at the conclusion of the 1980's?
- How did the era fuel the beginnings of cultural "wars" and disputes throughout the next three decades?
- How did women, ethnic minorities and LGBTQ citizens attempt to changing standards, norms and rhetoric?

Acquired Knowledge:

- Define *glasnost* and *perestroika*
- Chronicle the events leading to the end of the Cold War and collapse of the Soviet Union
- Explain the new nuclear arms race and renewed interest in the space race
- Define Reaganomics and explain its cultural and economic significance for the time.
- Identify factors that led to the development of wealth gap
- Trace the changing ideologies and influences of the Baby Boom generation
- Trace the economic and social factors that led to a renewal of conservative politics
- Analyze the relationship between Ronald Reagan and Mikhail Gorbachev, and make connections between them and the end of the Cold War

Acquired Skills

- Evaluate the significance of the end of the Cold War
- Assess America's global position as a result of the collapse of the Soviet Union
- Compare Reagan's policies with those of the New Frontier and Great Society.
- Map the changing status of former Soviet republics, and American foreign policy towards them, since 1991
- Use Census Bureau data to determine the changing demographics of the United States

Assessments:

Formative Assessment:

- Silent Big Paper: responding to quotes from political and military leaders, popular culture figures and activists.
- Conflict resolution activity: nuclear arms talks between Reagan and Gorbachev
- Evaluating media tactics and strategies: reading, listening to and watching media reporting on concerns over nuclear proliferation and demonization of the Soviet Union as "the Evil Empire". How did media reporting influence American public opinion on these issues?
- *Choices Program*: The Challenge of Nuclear Weapons (Four Futures activity)
- Categorization: Match the 1980's cultural value/policy with its 60's/70's counterpart.
- *Jeopardy!* or *Kahoot!* on Eastern Bloc countries and movements during the end of the Cold War.
- Fishbowl Discussion: What were the short-term and long-term effects of America's "victory" in the Cold War?
- Primary sources: How did experiences of children during the height of Cold War tensions in the 1980's compare with those during the late 50's/early 60's?
- Walk the Line: were Reagan-era rollbacks in liberal economic and social policies a necessary correction?
- Modified Socratic Discussion: What political and economic factors led to the revival of the Cold War and the collapse of detente? What events trigger a shift in American policy towards the Soviet Union that brings an end to the Cold War?
- Document Analysis: *Morning in America* speech; *Evil Empire* speech.

Summative Assessment:

- Unit Test: Multiple choice; short answer responses to stimulus-based questions; and long answer responses
- Essay: Predict and describe an alternate historical outcome based upon the patterns and chronology of collapsing regimes and the Soviet response to the loss of control of satellite nations. Consider geographic, military, economic and political factors.

Benchmark Assessment:

- Question response, "To what extent did Ronald Reagan restore power, confidence and pride in the United States government?"

Alternative Assessment:

- TV commercial analysis: Students will evaluate three TV commercials which highlight one shift in cultural or social values during the 1980's. What differentiates the values and the visual imagery from the 60's and 70's?

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall.
- American Pageant, *History of the American People*, Sixteenth Edition, Cengage Learning.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- DVD - The Century
- Great Debate Series
- [270toWin](#): The 1980 Presidential Election
- Primary Sources: [Evil Empire Speech](#), [First Inaugural Address](#), [Brandenburg Gate](#)
- NPR podcast *All Things Considered*: [The Golden Age of MTV – And Yes, There Was One](#)
- Omniatlas, [Europe 1989: Fall of the Berlin Wall](#)
- Visual Capitalist, [Animated Chart: Nuclear Warheads by Country \(1945-2022\)](#)
- PBS, [Remembering Ryan White, the Teen Who Fought Against the Stigma of AIDS](#)
- Herbert Block, [Cartoons of Ronald Reagan, 1984-1987](#)
- Reagan Library Education Blog, ["Reagonomics": The Economic Recovery Tax Act of 1981](#)

NJSLS Standards:

6.1.12.CivicsPI.14.d	6.1.12.CivicsPD.14.a
6.1.12.CivicsDP.14.a	6.1.12.EconNE.14.a
6.1.12.EconET.14.a	6.1.12.EconET.14.b
6.1.12.HistoryCA.14.a	6.1.12.HistoryCA.14.c
6.1.12.HistorySE.14.a	6.1.12.HistorySE.14.b
6.1.12.HistoryCC.14.e	6.1.12.CivicsPR.15.a
6.1.12.EconNE.15.a	6.1.12.HistoryCC.15.a
6.1.12.HistoryCC.15.b	6.1.12.HistoryCC.15.c
6.1.12.HistorySE.15.c	6.1.12.CivicsPD.16.a
6.1.12.EconGE.16.a	6.1.12.EconNE.16.b

Suggested Learning Activities:

- Annotate primary source documents with personal analyses (class groupthink) using Google Docs
- Fishbowl seminar: Was ending the Cold War worth it?
- Film and media analysis: how did Hollywood depiction of the Soviet Union during the 1980's compare to reality?
- Political Cartoon analysis
- Canvas Studio, EdPuzzle, Kahoot! Popular culture trends of the 1980's
- Comparing policy: how did the War on Drugs end? Was it successful as compared to the narcotics policies of the 2010's?

Interdisciplinary Connections:

- Listen to music which popularized themes on cultural oppression and militarization: Music
- Statistical analysis of federal income tax changes, nuclear proliferation and standard of living between Western bloc and Eastern bloc countries: Mathematics
- Strategic Defense Initiative (SDI): Known as "Star Wars", is the missile defense system proposed by Reagan even possible today? Science and Technology
- Advancements in AIDS research, medicine and prevent: Science and Health

Technology Integration:

- Annotate primary source documents with personal analyses (class groupthink) using Google Docs
- The 10 Best Political Protest Songs of the 1980's (using Spotify)
- Canvas discussions: What do your parents remember from the Reagan era and the end of the Cold War? How does it differ from what you learned in class?
- Foreign Policy research project and presentation using PowerPoint and Prezi: choose a country and scrutinize American foreign policy during the 1980's from its point of view

UNIT 7: CONTEMPORARY CONNECTIONS (12 DAYS)

Why Is This Unit Important?

Terrorism and the 9/11 attack arise as a new threat to world peace. Other significant challenges including recession, globalization, global warming and environmental disasters like Katrina are faced in this study of contemporary history. The application of technology will be the key theme in this unit. The 2000 Presidential Election brought another challenge to the legitimacy of American democracy; students will evaluate the factors and decisions relating to its final result.

Enduring Understandings

- Students will consider the changing nature of threats to world peace including terrorism
- Students will show connections between deforestations, increased fossil fuel consumption, globalization and the problem of global warming
- Students will assess the impact technology has on society
- Students will, using technology, collaborate with other students in the global community
- Students will recognize the unprecedented challenges brought to American society by the terror attacks on New York City, the Pentagon and Shanksville, Pennsylvania on September 11, 2001
- Students will consider the long-term impact of 9/11 and government/society reactions to it
- Students will uncover the unique factors of the Presidential Election of 2000, and scrutinize its final result.

Essential Questions

- Is party polarization damaging to American politics?
- What impact will new immigration have on America?
- What solutions will deal most effectively with long term energy and environmental concerns?
- How does advancing technology help or harm society?
- Is the U.S. prepared to be globally competitive?
- Can the government provide both safety and liberty in a post 9/11 society?
- What is the role of the U.S. military in the world today?
- What role should the government play in stabilizing the economy?

Acquired Knowledge:

- Recognize the geopolitical shift in US Foreign Policy after 9/11
- Define Globalization
- Recognize the development of areas of concern for U.S. foreign policy · Trace the development of the Bush Doctrine and neo-conservative movement
- Define unilateral and multilateral military action
- Define political culture wars
- Identify characteristics of liberal and conservative ideology

Acquired Skills:

- Debate the Bush Doctrine on the issues of Pre-emptive War and Nation Building
- Consider the impact of globalization on sustainability of natural resources.
- Analyze the economic and social impact of new immigration.
- Analyze how America foreign policy in Afghanistan play in the formation of the Taliban and training of Al Qaeda
- Identify economic, political and social changes resulting from globalization
- Map areas of concern and conflict in the Middle East, Central Asia, and Latin America
- Contrast liberal and conservative economic and social policies
- Compare and contrast the impact of unilateral and multilateral military action by the U.S.

Assessments:

Formative Assessment:

- In small groups, students will identify civil liberties and current limitations that exist on those liberties since 9/11. Students will decide if the individual right to privacy is more important than the need to promote the safety of the larger society.

Summative Assessments:

- Goal: Create an online geographic footprint for the product of your choice
- Role: Product manager
- Audience: Large U.S. production firm in need of logistical analysis and support
- Situation: You have been hired by a company to look for ways to decrease production cost and increase profits.
- Product: Students will choose a product and begin to economically and geographically map the resources and means of production. To do so, students will:
 - research trade and tariff policies and analyze the impact on the movement of resources
 - map the origins and movements of the resources through global markets
 - trace the policies that have led to the development of a global economy
 - discuss the long term impacts of globalization on emerging markets and the U.S. economy.
- Standards: Analytical Rubric
- U.S. foreign policy quiz – War on Terror

Benchmark Assessment:

- Question Response, "What were the long-term consequences of 9/11, the Patriot Act, the War on Terror and dramatic changes in the climate and environment during the 2000's and 2010's?"

Alternative Assessment:

- Global Connections - Contemporary History and Technology Presentations. Comparative reflection papers on the impact and methods used by other nations to deal with specific topics from past units of study (Nixon/Clinton vs. Rouseff in Brazil, or Sweden's shift to the right vs. Reagan Republicanism).

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall.
- American Pageant, *History of the American People*, Sixteenth Edition, Cengage Learning.

Supplemental:

- In Our Own Words – "*National Crusade to make America Great Again*"
- Frontline – *War on Terror*
- Great Debate Series
- Patriot Act
- Individual Research Projects
- Film *Charlie Wilson's War*, Director Mike Nichols, Universal Pictures · Gore, Al, *An Inconvenient Truth*, Director David Guggenheim, 2006 · Digital Archive

NJSLS Standards:

6.1.12.CivicsPI.14.a	6.1.12.CivicsPI.14.b
6.1.12.CivicsPI.14.d	6.1.12.CivicsCM.14.b
6.1.12.CivicsDP.14.a	6.1.12.GeoHE.14.a
6.1.12.GeoNE.14.a	6.1.12.EconEM.14.a
6.1.12.HistoryCA.14.a	6.1.12.HistoryCA.14.b
6.1.12.HistoryCC.14.a	6.1.12.HistorySE.14.a
6.1.12.HistorySE.14.b	6.1.12.HistoryCC.14.b
6.1.12.HistoryCC.14.c	6.1.12.HistoryCC.14.d
6.1.12.HistoryCC.14.e	6.1.12.CivicsHR.15.a
6.1.12.EconNE.15.a	6.1.12.HistorySE.15.a
6.1.12.HistorySE.15.b	6.1.12.HistorySE.15.c
6.1.12.CivicsPD.16.a	6.1.12.GeoHR.16.a
6.1.12.EconNE.16.a	6.1.12.EconNE.16.b
6.1.12.HistoryUP.16.a	

Suggested Learning Activities:

- Individual/ small group research and presentation
- Contemporary Debate Series: National Security, The War On Terror, Global Warming, Alternative Fuels, Technology in Education and the Economy, Partisan Politics, Immigration (collaborate with students from other schools, states, countries)
- Digital Socratic Discussion
- Back-channeling
- Project publication – online

Interdisciplinary Connections:

- Science – Alternative energy solutions, global warming
- Math – Statistical analysis, charts, graphs
- Technology

Technology Integration:

- Artifact – Persuasive video
- Skype
- Digital classroom
- Foreign Policy research project and presentation using PowerPoint and Prez

Sample Standards Integration

21st Century Skills & Career Readiness Practices

9.3.ST.4 Understand the nature and scope of the Science, Technology, Engineering and Mathematics Career Cluster and the role of STEM in society and the economy

In Unit 5, "Vietnam and the 70's", teachers help students to make connections between conscription (the draft) and voluntary service. Students are given information about how the fields of military service have changed. Teacher and students discuss how careers in engineering, science, technology and machinery have evolved since the Vietnam War era, and how students can move towards those careers to be eligible for those opportunities for service.

9.3.LW-LEG.1 Demonstrate effective communication skills (e.g. writing, speaking, listening and nonverbal communication) in the legal services environment.

In Unit 2, "American Foreign Policy: World War I and World War II", students conduct mock trials to simulate real and hypothetical war crimes tribunals (Nuremberg, Hiroshima). Early in the unit, teachers train students as attorneys. Specific legal and courtroom skills and strategies are introduced to students, and training is provided. During training specific undergraduate and law school coursework is mentioned and explained to provide students with the pathway to pursue legal careers.

9.3.12.AR-JB.2 Demonstrate writing process used in journalism and broadcasting.

9.3.12.AR-JB.3 Plan and deliver a media production (e.g. broadcast, video, internet and mobile).

In Unit 6, "The Conservative Revolution and Today", students take part in a Mock Senate hearings to investigate modern problems such as climate change and global terror. Students are assigned roles such as Senator, legislative staffer and journalist. As specific competencies and skills are explained with respect to journalism, curriculum/degree pathways are explained, and examples of internships and jobs are introduced (camera operator, news analysis, editing, reporting, social media strategies) that would make it possible for one to the level of being tasked with documenting/analyzing such an event for a media company.

Career Awareness and Planning

9.2.12.CAP.1 Analyze unemployment rates for workers with different levels of education and how the economic, social and political conditions of a time period are affected by a recession.

In Unit 7, students compare and contrast shifts in the consumer economy and global markets, as well as shifts in the United States economy from manufacturing to services, as well as changes in the standard of living. Students will gain awareness of how consumerism and societal needs, both at home and abroad, will shape current and future career paths.

Interdisciplinary Connection

The DBQ/RST requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: The Document Based Questions and Research Simulation Tasks in multiple units involve detailed analysis of primary and secondary sources in order to compose an analytical essay. Students are encouraged to look “beyond of the words” included in a document to look for an author’s purpose, intended audience and additional historical context to understand the document. Student responses are submitted in professional form employing Google Docs or Word format.

Holocaust Mandate

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Unit 2, students research the holocaust and address the essential question, “Did the international community fail the Jews during the holocaust?” Students read a historical fiction novel, *The Book Thief*, and address the difficult ethical and moral decisions made by the central characters. Students also read excerpts from Elie Weisel’s *Night*, as a primary source addressing the horrors of the death camps.

Amistad Mandate

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society.
For Example: In Unit 4, students participate in a Civil Rights Round Table. They research historical leaders in the movement from multiple perspectives and debate the actions and directions needed to further equality.

LGBTQ/Disabilities Resources

Unit 1:

History Channel, [How Gay Culture Blossomed During the Roaring Twenties](#)

The New York Times, [A Gay World, Vibrant and Forgotten](#)

FDR Presidential Library and Museum, [FDR and Polio](#)

Emerging America: [The Great Depression, Dust Bowl, Disability: Background for "Of Mice and Men"](#)

Unit 2:

Garden State Equality: [The Pink Triangle](#)

The National WWII Museum: [Coming Out Under Fire](#)

Library of Congress: [Who Should Care for America's Veterans?](#)

Unit 3:

PBS American Experience: [Milestones in the American Gay Rights Movement](#)

National Park Service: [A Theme Study of LGBTQ in American History](#)

Smithsonian: [Disability History](#)

Unit 4:

National Park Service: Stonewall [Walking Tour Map & Infographic](#)

National Park Service: Stonewall [Walking Tour Video \(7 minutes\)](#)

Stanford History Education Group: [Stonewall Riots](#)

Learning For Justice: [Reexamining the 1960's, Queer America](#)

National Park Service: [The Disability Rights Movement](#)

Unit 5:

Library of Congress, Veterans History Project: [Kathleen A. Robbins](#)

Garden State Equality, [Understanding Historical Limitations Placed Upon Minority Groups in American History](#)

History Channel: [Harvey Milk](#)

[Timeline of Events, Legislation, and Literature that Have Affected the Lives of Persons with Disabilities](#)

[How Children With Disabilities Came To Be Accepted in Public Schools](#)

Unit 6:

LGBTQ History, The AIDS Epidemic: [Part 1](#) [Part 2](#)

NYC LGBT Historic Sites Project: [The AIDS Crisis](#)

National Geographic, [How the Americans with Disabilities Act Transformed a Country](#)

Unit 7:

GLSEN: [Underheard Voices: Stories and Lessons for Grades 6-12](#)

Global Citizen: [15 LGBTQ Activists of the Past and Present](#)

Disabled World: [Famous People with Disabilities database](#)

CDC: [Disability and Health Stories from People Living with a Disability](#)

Smithsonian: [An Artifact History of Disability in America](#)