

U.S. History: Conservatism and the Shaping of the USA Today

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. - His.2.9-12. Analyze change and continuity in historical eras. - His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. - His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. - His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. - His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. - His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. - His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. - His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. - His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. - His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. - His.12.9-12. Use questions generated about multiple historical sources	Transfer	
	Students will be able to independently use their learning to act responsibly and make informed decisions based upon chronological reasoning and historical perspective.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.	ESSENTIAL QUESTIONS - Do foreign and domestic affairs influence a president's platform or does a president's platform influence foreign and domestic affairs? - Has an increased media/social media presence impacted the course of recent history? - When should a nation withdraw its influence from global affairs?
	Acquisition	
	Students will know... - that, when Richard Nixon took office as president, he halted the growth of federal power and the changing of foreign policy. - that the Watergate Scandal was one of the most serious constitutional crises in US History.	Students will be skilled at... - evaluating the impact of historical context. - analyzing change and continuity over time. - analyzing influences on historical perspectives. - explaining how present perspectives influence interpretations of history.

to pursue further inquiry and investigate additional sources. • His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation. • His.14.9-12. Analyze multiple and complex causes and effects of events in the past. • His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. • His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy. • Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. • Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. • Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. • Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	• that the domestic and foreign policies of the Ford and Carter Administrations were unable to fix the growing economic problems in the United States. • that a growing conservatism brought Ronald Reagan and George Bush into the presidency. • that Reagan's and Bush's policies changed the American economy, forced the transformation of American society, and reshaped the world. • that President Bill Clinton locked horns with a Republican Congress, reflecting the heated national debate over the country's direction. • that the 21st Century is marked by both opportunity and challenges. • That the shift to a global economy affected American economic life. • That the end of the Cold War affected American foreign policy. • That the terrorist attacks of September 11, 2001 impacted America's role in the world. • That the debates over climate change and energy policy affected broader social and political movements. • That technological and scientific innovations in areas such as electronics, biology, medicine, and communications affected society, popular culture, and public discourse. • That a more demographically diverse population shaped popular culture. • That the role of both women and minorities in the government has changed the national political landscape. • That social media has increased the accessibility of our president and government officials to the general public. • <u>of</u> the following key players, places, events, and/or ideas: ○ Richard M. Nixon, Family Assistance Plan, OPEC, Salt I Treaty, Watergate, Saturday Night Massacre, Gerald R. Ford, Jimmy Carter, National Energy Act, Camp David Accords, Ayatollah Khomeini, Rachel Carson, Earth Day, EPA, Three Mile Island, Ronald Reagan, New Right, George H. Bush, Reaganomics,	• analyzing the relationship between primary and secondary sources, and evaluating the limitations of each. • critiquing the usefulness of historical sources. • analyzing cause and effect relationships • distinguishing between long-term causes and triggering events to develop an argument. • integrating evidence from multiple sources into a reasoned argument. • critiquing varying media for historical accuracy. • analyzing how laws are used or challenged to address public issues. • evaluating the effectiveness of decisions and decision making. • critiquing relationships within systems. • evaluating social and political systems in different contexts, times, and places. • analyzing how laws are used or challenged to address public issues. • taking informed action.
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	Sandra Day O'Connor, William Rehnquist, Geraldine Ferraro, AIDS, Jesse Jackson, Mikhail Gorbachev, Glasnost, Perestroika, Sandinista, Contras, Operation Desert Storm, Bill Clinton, Hilary Rodham Clinton, NAFTA, Newt Gingrich, Bill Gates, GATT, Telecommunications Act, George W. Bush, Osama Bin Laden, Sadaam Hussein, Taliban, War on Terrorism, Homeland Security, The Twin Towers, Barrak Obama <u>vocabulary</u>: revenue sharing, stagflation, realpolitik, détente, human rights, environmentalists, entitlement program, reverse discrimination, conservation coalition, moral majority, supply-side economics, strategic defense initiative, trade imbalance, pay equity, affirmative action, service sector, downsize, information superhighway, magnetic resonance imaging, genetic engineering, urban flight, telecommute, terrorism, outsourcing, globalization,	
Content Area Literacy Standards		21 st Century Skills
• RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • RH.11-12.3 Evaluate various explanations for actions or events and 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 <i>faction</i> in <i>Federalist</i> No. 10). • RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. • 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 <i>discipline-specific content</i>. • WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • 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 informational texts to support analysis, reflection, and research.		• <i>make judgments and decisions</i> • <i>solve problems</i> • <i>adapt to change</i> • <i>analyze media</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	