U.S. History: Age of Turmoil and Change

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***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 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.***

Content Standards:

- 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 to pursue further inquiry and investigate additional sources.

Transfer

Students will be able to independently use their learning to ***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.
- 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.
- no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences.
- all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.
- chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.

ESSENTIAL QUESTIONS

- *What would you do if you were accused of being un-American?*
- *What constitutes a war?*
- *What is power and who should have it?*

Acquisition

Students will know…

- that the Allied coalition fell apart as the United States and the Soviet Union found themselves in conflict with one other.
- that the U.S. containment policies, and Communist successes in China and North Korea, led to the Korean War.
- that tension mounted between the United States

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.
- analyzing the relationship between primary and secondary sources, and evaluating the limitations of

• 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.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. • 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.	and the Soviet Union as both tried to spread their influence around the world. • that, throughout the 1950s and 1960s, the U.S. and Soviet Union found themselves in a technological, political and ideological war resulting in various advances (the nuclear arms race, Monroe Doctrine, first satellites, the space race, U-2 spy planes). • that, as Americans tried to put the nightmare of World War II behind them and begin rebuilding their lives, the economy boomed and the country became conservative under the presidency of Eisenhower. • that the Anti-Communist sentiment caused the government to investigate the loyalty of millions of employees and prominent citizens. • that foreign affairs dominated John F. Kennedy's presidency; but with the "New Frontier", Kennedy outlined a broad vision for progress. He was assassinated before he was able to complete his plan, however. • that Lyndon B. Johnson drove the most ambitious legislative agenda through Congress since the New Deal. • that African Americans used strong organization and nonviolent tactics to confront the South's policies of segregation and racial inequality. • that America slowly involved itself in the Vietnam War as it sought to halt the spread of Communism. • that an antiwar movement emerged in the United States, pitting those who opposed the government's war policy against those who supported it. • that Richard Nixon's election paved the way for the US involvement in Vietnam but his war policies created more nationwide division. • that movements such as the feminist and Native American equality movement emerged during the 1960s in an effort to improve status and opportunity. • that groups of disillusioned youths shunned the social activism of the times and chose, instead, to "drop out" of society and establish their own way of life. • <u>of</u> the following key players, places, events, and/or ideas:	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 • 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.

	o Cold War, Truman Doctrine, NATO, Korean War, Hollywood Ten, Ethel and Julius Rosenberg, McCarthyism, H-Bomb, Dwight D. Eisenhower, John Foster Dulles, CIA, Warsaw Pact, Nikita Khrushchev, Eisenhower Doctrine, U-2 incident, GI Bill of Rights, Harry S. Truman, Dr. Jonas Salk, FCC, John F. Kennedy, Fidel Castro, Berlin Wall, Peace Corps, Lyndon B. Johnson, Thurgood Marshall, Brown v. Board of Education, Rosa Parks, Dr. Martin Luther King, Jr., Civil Rights Act of 1964, Malcolm X, Ho Chi Minh, Domino Theory, Vietcong, Ho Chi Minh Trail, Tet Offensive, Robert Kennedy, George Wallace, Pentagon Papers, Henry Kissinger, Woodstock *vocabulary:* satellite nations, containment, blacklisted, brinkmanship, suburb, rock-n-roll, hot line, sit-in, freedom rider, de facto segregation, de jure segregation, search-and-destroy mission, dove, hawk, counterculture, baby boomer, napalm, agent orange	
Content Area Literacy Standards		***21st 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 *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 points of view 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, 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 source. • WHST.11-12.1 Write arguments focused on *discipline-specific content*. • 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.		• *make judgments and decisions* • *work creatively with others* • *analyze media* • *be self-directed learners*

• 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.	

Stage 2 - Evidence	
Evaluative Criteria	***Assessment Evidence***
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	***Mathematics Integration***
• 1.OA.1 Use	• 1.OA.1 Use
Technology Integration	***District Materials***
• 1.OA.1 Use	