US History 2 Curriculum

1920-present

Updated August 2022

(New 2020 guidelines located here and language of new LGBTQ+ law here;
New 2022 AAPI-Inclusive Curriculum law here)

NJDOE Topics to be Covered:

- Era 8 The Emergence of Modern America: Roaring Twenties (1890–1930)
- Era 9 The Great Depression and World War II: The Great Depression (1929–1945)
- Era 10 The Great Depression and World War II: New Deal (1929–1945)
- Era 11 The Great Depression and World War II: World War II (1929–1945)
- Era 12 Postwar United States: Cold War (1945 to early 1970s)
- Era 13 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)
- Era 14 Contemporary United States: Domestic Policies (1970–Today)
- Era 15 Contemporary United States: International Policies (1970–Today)

Board Approval 10/24/22

- Era 16 Contemporary United States: Interconnected Global Society (1970–Today)

NJDOE Essential Questions for All Social Studies Curriculum:

A. Civics, Government, and Human Rights
   - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
   - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment
   - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology
   - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
   - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives
   - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
   - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Benchmarks
1.) Essay - Evaluate the extent to which rights have been restricted in the US for TWO of the following groups: Asian, Black, Disabled, Latinx, LGBTQ+, Native American, Women. Limit your response to the time period of 1920-1979.
2.) Document-Based Question (DBQ) Essay *(see rubric on next page)* - Should the US take on the role of the "world police"?

Document-Based Question (DBQ) Rubric

	4	3	2	1
Thesis	Clear thesis that directly answers all parts of the question and clearly sets up the argument for the essay. Does more than restate the question.	Clear thesis that answers most parts of the question and sets up the argument for the essay. Does more than restate the question.	Thesis answers some parts of the question and somewhat sets up an argument for the essay.	Thesis is not present OR thesis is a restatement of the question. No argument is given for the essay.
Content - Accuracy	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is 1 factual error.	The content is generally accurate, but there are 2-3 factual errors.	Content confusing or contains more than 3 factual errors.
Content - Analysis	Expertly demonstrates understanding and comprehension of the documents.	Adequately demonstrates understanding and comprehension of the documents.	Demonstrates some understanding and comprehension of the documents.	Demonstrates little to no understanding and comprehension of the documents. Does not accurately incorporate documents into essay.
Documents	Accurately incorporates at least 4 documents into essay with no errors.	Incorporates at least 3 documents into essay, but 1 document may not be incorporated accurately.	Incorporates at least 2 documents into essay, but 1 document may not be incorporated accurately.	Does not incorporate documents into essay OR only incorporates 1 document into essay. Documents may not be incorporated accurately.
Organization and Structure	The essay is well-organized. The purpose of each paragraph is clear and is linked to the thesis. The content of each paragraph is consistent and appropriate. The paragraphs are logically sequenced.	The essay is well organized. The purpose of each paragraph is clear, but some content may be inconsistent or irrelevant. There may be minor problems of logic and paragraph sequence.	The essay is not especially well organized. The purpose of some paragraphs is unclear and some content may be inconsistent or irrelevant. There may be problems of logic and paragraph sequence.	The essay is poorly organized. The purpose of some paragraphs is unclear and content is inconsistent and/or irrelevant. There are significant problems of logic and paragraph sequence.
Formatting	The essay contains all of the following: fully 2 pages in length, double-spaced, 1 inch margins, Times New Roman, 12-point font.	The essay contains 4 of the following: fully 2 pages in length, double-spaced, 1 inch margins, Times New Roman, 12-point font.	The essay contains 3 of the following: fully 2 pages in length, double-spaced, 1 inch margins, Times New Roman, 12-point font.	The essay contains 1-2 of the following: fully 2 pages in length, double-spaced, 1 inch margins, Times New Roman, 12-point font.

Additional Standards *(applicable to all units)*	
Career Readiness, Life Literacies, and Key Skills (found here)	9.1.12.CFR.1 ● Core Idea: Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities. ● Performance Expectation: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. 9.1.12.CFR.4 ● Core Idea: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. ● Performance Expectation: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. 9.1.12.CFR.6 ● Core Idea: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. ● Performance Expectation: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.2.12.CAP.1 ● Core Idea: There are strategies to improve one's professional value and marketability. ● Performance Expectation: 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. 9.4.12.CI.1 ● Core Idea: With a growth mindset, failure is an important part of success. ● Performance Expectation: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1 ● Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. ● Performance Expectation: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2 ● Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

	● Performance Expectation: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.3 ● Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. ● Performance Expectation: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.3 ● Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. ● Performance Expectation: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1). 9.4.12.DC.7 ● Core Idea: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. ● Performance Expectation: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). 9.4.12.DC.8 ● Core Idea: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change. ● Performance Expectation: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. 9.4.12.IML.2 ● Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. ● Performance Expectation: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.5 ● Core Idea: In order for members of our society to participate productively, information needs to be shared accurately and ethically. ● Performance Expectation: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

	9.4.12.IML.7 ● Core Idea: Accurate information may help in making valuable and ethical choices. ● Performance Expectation: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4). 9.4.12.IML.8 ● Core Idea: Media have embedded values and points of view. ● Performance Expectation: : Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9 ● Core Idea: Media have embedded values and points of view. ● Performance Expectation: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Computer Science (found here)	8.2.12.ED.1 ● Core Idea: Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization. ● Performance Expectation: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ED.6 ● Core Idea: Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints. ● Performance Expectation: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
Cross Curricular (NJSLS for English Language Arts Companion Standards found here for grade 9-10 and found here for grade 11-12)	**Anchor Standards for Reading (Grade 9-12)** ● Key Ideas and Details ○ 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.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● Craft and Structure ○ NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● Integration of Knowledge and Ideas ○ 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.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to

	compare the approaches the authors take. ○ NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. **Progress Indicators Reading History (Grade 9-10)** ● Key Ideas and Details ○ RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ○ RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ○ RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. ● Craft and Structure ○ RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. ● Integration of Knowledge and Ideas ○ RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. ○ RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. **Progress Indicators Reading History (Grade 11-12)** ● Key Ideas and Details ○ RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. ○ RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text. ○ RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● Craft and Structure ○ RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. ● Integration of Knowledge and Ideas ○ RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. ○ RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. ○ RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Common Accommodations *(applicable to all units)*

- Accompany oral directions with written directions
- Provide verbal praise and positive reinforcement
- Break down tasks into smaller, more manageable chunks with frequent teacher checks
- Provide study guides (supplemental to students own notes)
- Preferential seating
- Extended time on tests/quizzes/projects as needed
- Use a variety of visual aids.
- Repeat, clarify and reword directions
- Encourage student to ask for assistance when needed.
- Encourage student to maintain an assignment book.
- Read test directions out loud.
- Allow the student to use an alternate method of production (e.g., computer/word processor, typewriter).
- Provide multi-sensory instruction
- Ask specific and structured questions. Phrase questions in several different ways
- Provide a word bank.
- Provide a guide for structuring writing by providing an organizational format (graphic organizer).
- Maintain communication with parents.
- Provide frequent repetition in instruction.
- Provide clear and consistent academic and behavior expectations
- Redirect/refocus attention
- Modify tests/ quizzes as needed
- Provide second set of textbooks for home use
- Use physical proximity to increase student's attention to instruction.

Unit 1: World War I {10 Days - *should* only be a review since it is part of the US 1 curriculum}

Essential Question:

- How does conflict lead to change?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How have technological developments impacted how war is fought and won?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Topics / Subtopics	**Key Concepts**	**Activities & Resources**	**Assessment**
Causes of WWI	MANIA (Militarism, Alliances, Nationalism, Imperialism, Assassination of Austrian Archduke Ferdinand)	• Data analysis packet • Map labeling	• Map quiz • Causes quiz
Trench Warfare	Conditions in trenches, new war technology (i.e. mustard gas, tanks, gas masks), led to stalemate, extended length of war	• Simulation (trenches)	• Simulation reflection
US Entry in WWI	Zimmerman note, sinking of Lusitania	• Document analysis packet	• Document analysis • Quiz
Homefront	Role of women and AA, changing gender roles, treatment of Asian immigrants - Immigration Act of 1917	• Stations (women & AA in the war) - write info on poster or chart paper	• Poster/chart paper presentation • Discussion
Treaty of Versailles	Key propositions from US, GB, and France, Wilson's 14 Points,	• Simulation (treaty negotiations)	• Simulation reflection • Essay - Was the treatment

	League of Nations, end of empires		of Germany justified? Why or why not?

Unit Learning Targets

Students will…

- Determine the causes of World War I
- Discuss the reasons for and against US entry into World War I
- Assess the changes in weaponry technology and its effects on type of warfare utilized, number of casualties, and duration of the war
- Explain the effects of the war on the Homefront, esp. for women, minority groups, and children/teens
- Evaluate how political and military leadership affected the outcome of World War I
- Evaluate the effectiveness of the Treaty of Versailles in addressing the causes of the war and preventing another world war

NEW Social Studies NJSLS (June 2020)

Era 7. The Emergence of Modern America: World War I (1890–1930)

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.	6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	• 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country. • 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war. • 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

Enrichment	Resources
NOVELS ● *War Horse* ○ From goodreads.com: "A powerful tale of war, redemption and a hero's journey. In 1914, Joey, a beautiful bay-red foal with a distinctive cross on his nose, is sold to the army and thrust into the midst of the war on the Western Front. With his officer, he charges toward the enemy, witnessing the horror of the battles in France. But even in the desolation of the trenches, Joey's courage touches the soldiers around him and he is able to find warmth and hope. But his heart aches for Albert, the farmer's son he left behind. Will he ever see his true master again?" ○ Also made into a movie in 2011 - trailer here ○ 176 pages - short, easy read - intended for Middle School ● *Private Peaceful* ○ From barnesandnoble.com: "From the Children's Laureate of England, a stunning novel of the First World War, a boy who is on its front lines, and a childhood remembered. Includes After Words bonus features. As the enemy lurks in the darkness, Thomas struggles to stay awake through the night. He has lived through the terror of gas attacks and watched friends die by his side. But in the morning, Thomas will be forced to confront an even greater horror. As the minutes tick by, Thomas remembers his childhood spent deep in the countryside with his mother, his brothers, and Molly, the love of his life. But each minute that passes brings Thomas closer to something he can't bear to to think about—the moment when the war and its horrific consequences will change his life forever." ○ More info here ○ 202 pages - short, easy read - intended for young adults	**DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● *Flyboys* (2006) ○ PG-13 ○ Inspired by a true story ○ Follows the story of two young Americans who joined the French military and became fighter pilots before the US joined WWI ○ Trailer here ○ More info here ● *The Red Baron* (2008) ○ PG-13 ○ Based on true events ○ Main character is one of the best fighter pilots ever ○ Focuses on airplane warfare (new technology) ○ Trailer here ○ More info here ○ Full movie here (screen partially cut off since on YouTube)

Unit 2: A New Era (Roaring 20's, Great Depression, and New Deal) {18 days}

Essential Questions:

- Was the Great Depression inevitable?
- Was the New Deal an effective response to the depression?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Topics / Subtopics	**Key Concepts**	**Activities & Resources**	**Assessment**
Roaring 20's: Society	Flappers, new jobs for women (post-WWI factory workers), changing gender roles, Harlem Renaissance, jazz	• Document/photo analysis • Video clips of flappers	• Analysis questions • Discussion
Roaring 20's: Crime	Prohibition, organized crime, growth of cities	• Research about key organized crime leaders	• Research questions
Roaring 20's: Economics	rise of credit, rise in consumerism, catalogs/new ways to buy goods	• Document/graph analysis	• Analysis questions
Great Depression: Causes	WWI, Stock Market Crash, rise of credit, overspending, rise in consumerism	• Document/graph analysis	• Analysis questions

Great Depression: Hoover's Response	Local aid, limited federal government intervention, Hoovervilles	● Photo analysis ● Budget scenario	● Budget scenario outcomes
New Deal: Introduction	FDR's presidency, First 100 Days, Three R's (Relief, Recovery, Reform)	● Analogy comparison ● Reading & comprehension questions	● Discussion ● Quiz
New Deal: Programs	AAA, CCC, FDIC, FHA, PWA, SSA, WPA, etc.	● Station/Jigsaw activity ● Children's Book Project	● Children's Book Project
New Deal: Success or Failure?	Increased power of the federal government (esp. Executive Branch), court-packing scheme, getting US out of depression, providing jobs and aid to the people, number of bank failures	● Debate ● Document Analysis	● Debate participation and responses ● Analysis questions ● Essay question
Treatment of Immigrants	Immigration Act of 1924, Nationality Act of 1940, racial segregation of schools (African Americans, Asian Americans, Mexican Americans), Mendez v. Westminster	● Legislation analysis	● Discussion/Debate ○ How and why does segregation still persist in modern day?

Unit Learning Targets
Students will…

- Explain the social changes and economic prosperity in the US during the 1920s
- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions led to the Great Depression.
- Compare and contrast the impact of The Great Depression and the impact of other countries' depressions past or current (i.e. Great Recession of 2008, economic downturn in 2020 due to COVID-19), in terms of the consequences for people's lives and work.
- Analyze how New Deal Programs affected the economic conditions of the United States and other countries.
- Evaluate the effects of New Deal Programs on unemployment, the economy, the stock market, and society
- Assess the lasting impact of some New Deal Programs and legislation on present day (i.e. Social Security Act, FDIC, FHA)
- Assess the impact of the Great Depression and other depressions past or current on minority groups, urban vs. rural residents, high vs. low socioeconomic households

Era 8. The Emergence of Modern America: Roaring Twenties (1890–1930)

The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

Core Idea	Performance Expectation
Human rights serve as a foundation for democratic beliefs and practices.	6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.	6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
There are multiple and complex causes and effects of events from the past.	• 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. • 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Era 9. The Great Depression and World War II: The Great Depression (1929–1945)

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

Core Idea	Performance Expectations
Political and economic decisions throughout time have influenced cultural and environmental characteristics.	6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
Multiple economic indicators are used to measure the health of an economy.	• 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit). • 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
Governments and financial institutions influence monetary and fiscal policies.	• 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health. • 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
There are multiple and complex causes and effects of historical events.	6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
Complex interacting factors influence people's perspective	6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

Era 10. The Great Depression and World War II: New Deal (1929–1945)

Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

Core Idea	Performance Expectations
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	• 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
Governments and financial institutions influence monetary and fiscal policies.	• 6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. • 6.1.12.EconoNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	• 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt). • 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment. • 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.

Enrichment	Resources
NOVELS ● *The Liberator* by Alex Kershaw - **World War II novel (also covers a little about the Great Depression and liberation of concentration camps during the Holocaust)** ○ This book covers information from the Great Depression, WWII, and the Holocaust ■ It starts with the main character's life pre-WWII during the 1930s in Arizona ■ Then it goes into his experiences as a soldier during WWII and then into his final task of liberating Dachau ○ An excerpt and more info can be found at this link: https://www.barnesandnoble.com/w/the-liberator-alex-kershaw/1110863326?ean=9780307888013#/ ■ It seems tangible for high school students ■ It is a true story and written in a story-like manner so it is more engaging for the reader ■ It provides historical content as well as first hand accounts ○ This book is of an American soldier so it covers America's role in the war and in liberating concentration camps in Europe ○ This book would come at the very end of the WWII and Holocaust unit - it would be good to recap information from the beginning of the year (Great Depression) all the way through WWII and the Holocaust ○ 416 pages (a little lengthy; longer than the other book) ● *Gay Voices of the Harlem Renaissance (Blacks in the Diaspora)* by A.B. Christa Schwarz ○ Works from Harlem Renaissance artists who were gay, but the vast majority were not out ○ From Amazon ■ "'Heretofore scholars have not been willing—perhaps, even been unable for many reasons both academic and personal—to identify much of the Harlem Renaissance work as same-sex oriented.... An important book.' —Jim Elledge This groundbreaking study explores the Harlem Renaissance as a literary phenomenon fundamentally	**DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● Youtube video covering key political actions in the Gay Rights movement since the 1920s ○ https://www.youtube.com/watch?v=XoXH-Yqwyb0 ● *Against The Odds: Artists of the Harlem Renaissance* (1994) ○ PBS documentary ○ A bit dated - over 25 years old ○ From PBS.com: "Explore the lives of visual artists who made the Harlem Renaissance one of the 20th century's richest artistic moments. Archival footage, newsreels, and photographs recall the influential force of exhibitions, Harlem's vibrancy in the Roaring Twenties, and significant personalities such as William E. Harmon, W. E. B. Du Bois, and Alain Locke. Watch African-American artists triumph over formidable odds to create lasting beauty." ○ Full documentary can be found here ● *The Great Gatsby* (2013)* ○ Modern soundtrack students can relate to ○ Same content as novel and originally movie ○ Shows prosperity, glitz, glam, and lavishness of the 1920s, especially among old and new money and the rivalries between those groups ○ More info here *Meghan O'Reilly has this on DVD

shaped by same-sex-interested men. Christa Schwarz focuses on Countée Cullen, Langston Hughes, Claude McKay, and Richard Bruce Nugent and explores these writers' sexually dissident or gay literary voices. The portrayals of men-loving men in these writers' works vary significantly. Schwarz locates in the poetry of Cullen, Hughes, and McKay the employment of contemporary gay code words, deriving from the Greek discourse of homosexuality and from Walt Whitman. By contrast, Nugent—the only "out" gay Harlem Renaissance artist—portrayed men-loving men without reference to racial concepts or Whitmanesque codes. Schwarz argues for contemporary readings attuned to the complex relation between race, gender, and sexual orientation in Harlem Renaissance writing." ○ Good for cross-curricular work with English teachers ○ Compilation of works, but could find each separately and not do all included in book ○ 224 pages - relatively short	

Unit 3: World War II {25 days}

Essential Questions:

- Could more have been done after WWI to prevent the outbreak of WWII or was it inevitable?
- Was the treatment of Japanese Americans during World War II justified or an unfortunate setback for democracy?
- Should the US employ atomic (nuclear) weapons to defeat its enemies in war?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Topics / Subtopics	Key Concepts	Activities & Resources	Assessment
Causes	WWI, Great Depression, fascism/Communism, Treaty of Versailles, militarism	• Document analysis • Hitler's speech	• Analysis questions • Discussion • Quiz
Rise of dictators	Hitler (Nazis), Mussolini (Fascism), Stalin (Communism), Tojo & Hirohito (Imperial Rule)	• Dictators chart • Propaganda poster analysis & video clips • Stations/Jigsaw activity	• Discussion • Propaganda analysis questions
European Front	Alliances, Key battles (Fall of France, Battle of Britain, Battle of Stalingrad, D-Day, Battle of the Bulge)	• Alliances chart • Europe map • Battle research assignment • Clips from "Band of Brothers" series • Discussion of Band of Brothers novel	• Quiz • Poster • Presentation • Discussion

US Involvement	Neutrality vs. Involvement, Lend-Lease Act, Pearl Harbor, Manhattan Project and atomic bomb development (contributions of Dr. Chien-Shiung Wu, Chinese American Nuclear Physicist known as the "Chinese Marie Curie")	● Neutrality vs. Involvement documents packet ● Debate - did FDR know about the attack on Pearl Harbor? ● Video clips	● Documents packet responses ● Debate responses and participation
Pacific Theater	Key battles (Fall of the Philippines, Guadalcanal, Midway, Iwo Jima, Okinawa), Bataan Death March	● Bataan Death March reading - survivor accounts	● Discussion ● Comprehension questions
End of the War	Dropping of the Atomic Bombs, Potsdam Conference, Downfall of Hitler (and Germany), Treaty of Paris, German occupation by Allied Powers, creation of the United Nations, US occupation of Japan, improvements post-WWI	● Atomic Bomb video clip ● Pro/con atomic bomb reading ● Debate on dropping the bombs ● Discussion - How did the Allied Powers learn from their mistakes post-WWI in making different choices post-WWII?	● Debate ● Discussion ● Essay
US Homefront	Changing role of women (factory workers), role of AA, Victory Gardens, rationing, Japanese Internment Camps - Executive Order 9066; *Korematsu v. United States* (1944); Frank S. Emi and Draft Resisters	● Document analysis packet (women, AA, rationing, etc) ● Japanese Internment Camp Jigsaw ● Japanese Internment Camp DBQ	● Analysis questions ● DBQ packet & essay ● Writing Response - Can the treatment of Japanese Americans during WWII be justified? Why or why not?

Holocaust	Role of propaganda, Timeline of taking away rights of Jews, Nuremberg Laws, concentration camps, Final Solution, liberating the camps	● Propaganda analysis ● "The Little Things" worksheet (shows what freedoms we have & what rights Jews did not have) ● Read portions of the book "Don't Trust a Fox on the Greensward and Never a Jew on His Given Word!" (pages 1, 2, 7, 9, 11, 19, 31, 33, 41, 43, 45, 52) ● Videos about liberation, survivor stories, and bringing Nazis to trial	● Analyze propaganda posters ● Discussion of rights and freedoms ● Discuss the book ○ What are your reactions? What stood out the most? ● Video questions Discussion ○ What should happen to the Nazis who aided in the Holocaust? ○ If psychologists and psychiatrists were provided for the Holocaust survivors back in the 1940s, how do you think that would have impacted their life?

Unit Learning Targets
Students will... ● Determine the causes of World War II ● Discuss the reasons for and against US entry into World War II ● Explain how the attack on Pearl Harbor impacted US entry into the war and the treatment of Japanese Americans and Japanese immigrants in the US ● Analyze human rights violations that occurred leading up to and during World War II (i.e. the Holocaust, Japanese American Incarceration, the Great Purge in the USSR) ● Assess the changes in weaponry technology and its effects on type of warfare utilized, number of casualties, and duration of the war ● Explain the effects of the war on the Homefront, esp. for women, minority groups, and children/teens ● Evaluate how political and military leadership affected the start and the outcome of World War II ● Contrast measures taken after World War II to prevent another war with those taken after World War I (i.e. Treaty of Versailles)

- Evaluate the effectiveness of the Paris Peace Treaties (1947) and the United Nations in creating a new world order and preventing future conflict

Era 11. The Great Depression and World War II: World War II (1929–1945)

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
Governments around the world support universal human rights to varying degrees.	• 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. • 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
There are multiple and complex causes and effects of historical events.	6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	• 6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II. • 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
To better understand the historical perspective, one must consider historical context.	• 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. • 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Enrichment	Resources
NOVELS ● *Beyond the Call: The True Story of One World War II Pilot's Covert Mission to Rescue POWs on the Eastern Front* by Lee Trimble & Jeremy Dronfield - **World War II novel** ○ About Robert Trimble's mission to save POWs that were taken by the Soviets and were neglected and refused aid by the Allies, especially the US ○ Discusses the attempted and failed negotiations between FDR and Stalin in regards to these POWs ○ Describes the mission of Robert Trimble, an underprepared pilot who risked his life to save the lives of countless POWs ○ Robert Trimble's son, Lee, interviewed him and recorded his story in this book. Robert refused to talk about his experiences with his family, especially his children, until he opened up to Lee about it when he was 86 and living in an assisted living community. ○ An excerpt and more info can be found at this link: https://www.barnesandnoble.com/w/beyond-the-call-lee-trimble/1119859048#/ ■ It seems very tangible for a high school student and is recommended for high school ■ It is engaging and intriguing ■ It provides valid historical content, especially in the preface, to set the scene for the reader ○ This book is US focused in the sense that it is from the perspective of a US pilot ○ This book also highlights more about Stalin and how he ruled his country and interacted with other nations ○ This book mainly focuses on WWII, but the strained, complex relationship between the US and the USSR that is highlighted in the book is also critical for students to understand for the following units on the Cold War ○ 352 pages (might be a little lengthy) ● *The Liberator* by Alex Kershaw - **World War II novel (also covers a little about the Great Depression and liberation of concentration camps during the Holocaust)**	**DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● Youtube video covering key political actions in the Gay Rights movement since the 1920s ○ https://www.youtube.com/watch?v=XoXH-Yqwyb0 ● *Defiance* (2008) ○ Rated PG-13 ○ Based on true story ○ Jewish brothers in Nazi-occupied Eastern Europe join up with Russian soldiers ○ Shows fighting during WWII, specifically in the Eastern Front, and also treatment of Jews during WWII ○ Create a community for Jews to live in relative safety in the woods ○ More info at: http://www.imdb.com/title/tt1034303/ ○ Available on Netflix ● *The Way Back* (2010) ○ Rated PG-13 ○ American and European POWs escape a Siberian gulag (work camp) during WWII ○ The group does not trust each other, but need to work together to survive ○ Their goal is to get back to Europe from Siberia ○ Loosely based on true events ○ More info at: http://www.imdb.com/title/tt1023114/ ○ Available on Amazon video and Netflix ● *Band of Brothers* (2001) ○ TV mini-series - episodes total ○ Realistic, gripping, and emotional portrayal of WWII events ○ Episode topics range from training for WWII, D-Day, Battle of the Bulge, liberating a Nazi concentration camp, V-J Day ○ About an airborne division, which was a brand new unit at the time ○ Shorter than movie and can pick an choose episodes to play ○ Episodes are about an hour in length ○ More info can be found at:

- This book covers information from the Great Depression, WWII, and the Holocaust
  - It starts with the main character's life pre-WWII during the 1930s in Arizona
  - Then it goes into his experiences as a soldier during WWII and then into his final task of liberating Dachau
- An excerpt and more info can be found at this link: https://www.barnesandnoble.com/w/the-liberator-alex-kershaw/1110863326?ean=9780307888013#/
  - It seems tangible for high school students
  - It is a true story and written in a story-like manner so it is more engaging for the reader
  - It provides historical content as well as first hand accounts
- This book is of an American soldier so it covers America's role in the war and in liberating concentration camps in Europe
- This book would come at the very end of the WWII and Holocaust unit - it would be good to recap information from the beginning of the year (Great Depression) all the way through WWII and the Holocaust
- 416 pages (a little lengthy; longer than the other book)

- *Flygirl* by Sherri L. Smith - **World War II & Civil Rights novel**
  - Young black women living in Louisiana in the 1940s wants to be a pilot, but her race and gender prohibit her
  - However, when the US joins WWII and the Army created the WASP-Women Airforce Service Pilots, she joined and tried to pass as white
  - Lower reading level (upper middle school/low high school)
  - More info at: https://www.amazon.com/Flygirl-Sherri-L-Smith/dp/0142417254 and https://www.barnesandnoble.com/w/flygirl-sherri-l-smith/1100374564#/
  - 304 pages - good length
- *When the Emperor was Divine* by Julie Otsuka - **Japanese Internment Camps**
  - Paints image of the internment camps during WWII
  - Uses a single family to describe the camps, but different perspectives given
  - Only 5 chapters - each different perspective
  - 160 - short book

http://www.imdb.com/title/tt0185906/

- *The Imitation Game*
  - Film Synopsis
    - THE IMITATION GAME begins in 1941, when Europe is in the clutches of Nazi Germany. In Britain, air raids have become a way of life, and thousands of soldiers are dying on the battlefield. To fight its enemies, the British government recruits the country's best mathematicians and scientists to help break the code for the Enigma, a machine the Germans use to send instructions to their military personnel. Enter Alan Turing (Benedict Cumberbatch), a Cambridge-educated cryptologist who, with a team of mathematicians -- including the pioneering Joan Clarke (Keira Knightley), one of a very few women on the project -- sets out to crack Enigma and its secrets. But Turing holds a secret of his own: He's gay. And he may be attacked by his peers, and the government, for that fact.
  - Very engaging and informative
  - Not your typical war movie
  - Recent movie and good cast
  - More info and parent reviews here

• Connection to today questions
• *Gay Voices of the Harlem Renaissance (Blacks in the Diaspora)* by A.B. Christa Schwarz
  ○ Works from Harlem Renaissance artists who were gay, but the vast majority were not out
  ○ From Amazon
  ■ "'Heretofore scholars have not been willing—perhaps, even been unable for many reasons both academic and personal—to identify much of the Harlem Renaissance work as same-sex oriented.... An important book.' —Jim Elledge
This groundbreaking study explores the Harlem Renaissance as a literary phenomenon fundamentally shaped by same-sex-interested men. Christa Schwarz focuses on Countée Cullen, Langston Hughes, Claude McKay, and Richard Bruce Nugent and explores these writers' sexually dissident or gay literary voices. The portrayals of men-loving men in these writers' works vary significantly. Schwarz locates in the poetry of Cullen, Hughes, and McKay the employment of contemporary gay code words, deriving from the Greek discourse of homosexuality and from Walt Whitman. By contrast, Nugent—the only "out" gay Harlem Renaissance artist—portrayed men-loving men without reference to racial concepts or Whitmanesque codes. Schwarz argues for contemporary readings attuned to the complex relation between race, gender, and sexual orientation in Harlem Renaissance writing."
  ○ Good for cross-curricular work with English teachers
  ○ Compilation of works, but could find each separately and not do all included in book
  ○ 224 pages - relatively short	

Unit 4: Cold War Policies International to 1970s {18 days}

Essential Questions:

- Should the United States fight wars to make the world safe for democracy?
- How do wars shape alliances and contribute to national identities?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Topics / Subtopics	Key Concepts	Activities & Resources	Assessment
Roots of the Cold War	Communism vs. Capitalism, Dictatorship vs. Democracy, Difference in postwar vision: ● US: self-determination ● GB and USSR: worried about self-determination for different reasons ● GB: worried that self-determination would impact their economic empire ● USSR: create a secure sphere of influence around itself	● Yalta and Potsdam primary source reading and analysis ● Map of post-WWII Europe (new nations, Iron Curtain, NATO, Warsaw Pact) ● Duck and Cover Video	● Quiz ● Map Quiz
Truman Doctrine	Truman Requested money to support free peoples who are attempting to resist conquest (aimed at USSR -- contain communism)	● Primary source document reading ● DBQ	● DBQ - Containment: Too far or not?

	Sets course for foreign policy -- US as World Police?		
Containing Soviet Expansion	**Containment Policy** - George Kennan argued containment will be costly in many different ways (military power, economic, political etc.) Marshall Plan first success of containment policy Berlin Airlift demonstrated US commitment to containment and that Stalin could be contained with force action	• PPT • Debate containment policy - is it worth the cost?	• Graded Debate
Formation of Military Alliances (NATO and Warsaw Pact)	Berlin Airlift helps lead to the creation of NATO and the response by the Soviet Union with the Warsaw Pact, satellite nations, Iron Curtain	• Map of Europe highlighting NATO and Warsaw Pact countries	• Map Quiz

Chinese Revolution & Korean War	1949 Mao's victory in China shocked the US. Many blamed lack of support by the US. Not to be repeated in Korea
	
	Implications and effects of the Chinese Revolution on the relationship between the US and China
	
	Effects of the Chinese Revolution
		• Reading on the Chinese Civil War - why?
		• Debate
		  ○ Should the United States have been more involved in supporting Chiang Kai-Shek?
		  ○ Should we have gotten involved in Korea
		  ○ Should the US have bombed China? Was
			• Graded Debates
			• Test of all of foreign Cold War
			• DBQ
			• Map of Korean War (38th parallel, Inchon Landing, Pusan, Pyongyang, Seoul etc.

	on immigration/migration patterns of the Chinese Korean War has lasting effects - demonstrates the cost of containment, the commitment of both sides of the Cold War -- Korea is still divided today Implications and effects of the war on Asian Americans (citizens and non-citizens) in the US - especially Korean Americans	MacArthur correct?	
The Expansion of the Cold War	**Arms Race** - Soviet Develops Atomic Bomb, Creation of H-Bomb, Mutually Assured Destruction, Development of ICBM's, Eisenhower's policy of stocking up on nuclear weapons, SALT I and II As the Soviet Union began developing nuclear weapons the United States responded with creating more destruction bombs leading to a buildup of weapons of mass destruction on both sides assuring annihilation of all countries involved in a conflict. **Space Race** - reasons for it- spying on the economy, able to launch weapons from space,	● Space race documentary by Nat Geo ● Timeline of the Space Race ● Tzar Bomb Youtube Video	● Timeline ● Student slide projects of both space and arms race

	pride, etc.		
Vietnam War	Causes (French Indochina - independence movement) US involvement over 20 year span (difference in number of troops and money spent on weapons depending on president in office, casualties, weaponry and technological advancement) Anti-Vietnam War Movement - lack of accurate info given to Americans at home, draft dodgers, African Americans resisting (i.e. Muhammad Ali) Implications and effects of the war on Asian Americans (citizens and non-citizens) in the US - especially Vietnamese Americans	● Stations activity ● Documentary and videos ● Ali's speech clips/interviews	● Stations work ● DBQ - US as World Police

Unit Learning Targets
Students will… ● Synthesize information from primary and secondary sources to evaluate the effectiveness of United States efforts (e.g., aid, military intervention, trade policy, diplomacy) in supporting the economic and democratic growth of developing nations. ● Explain why natural resources (i.e., fossil fuels, precious and rare-Earth metals, food, and water) continue to be a source of regional and international conflict. ● Evaluate the economic, political, and social impact of new and emerging technologies (esp. pertaining to arms race and space race) on individuals and nations. ● Relate the role of America's dependence on foreign oil to its economy and foreign policy in this time period.

- Analyze measures taken by the U.S. and others to address issues concerning the distribution and sustainability of natural resources (e.g., conservation, diplomacy, technological innovation, aid, security) in this time period.
- Compare the perspectives of other nations and those from the United States regarding United States foreign policy towards Latin America, Middle East, and Asia during the presidential administrations of this time period.
- Write an informative text to explain how and why religious tensions and historic differences in the Middle East have led to international conflicts.
- Analyze the effectiveness of United States policy and actions (e.g., diplomacy, military intervention, humanitarian aid) in bringing peaceful resolutions to the Middle East region by comparing the perspectives of the US and other nations during this time period.
- Use credible sources to evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
- Draw evidence from informational texts to evaluate the role of American diplomacy in developing peaceful relations, alliances, and global agreements with other nations during this time period.
- Compare United Nation policies and goals (i.e., the Universal Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions by the US.

NEW Social Studies NJSLS June 2020

Era 12. Postwar United States: Cold War (1945 to early 1970s)

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

Core Idea	Performance Expectations
Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.	6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. • 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East. • 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. • 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations. • 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
Historical sources and evidence provide an understanding of different points of view about historical events.	• 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. • 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

Enrichment	Resources
NOVELS ● *The Marines of Autumn* by James Brady - **Korean War novel** ○ Non-fiction ○ Explains the short period of time between the end of WWII and the beginning of the Korean War as well as the unexpected nature of the Korean War (its beginning and struggles to survive during it) ○ Discusses events from the perspective of the soldiers - the struggles, triumphs, and hardships ○ Touches on strained relations between MacArthur and Truman ○ A summary of the book can be found here: https://www.goodreads.com/book/show/402852.The_Marines_of_Autumn ○ Reviews say it is a captivating book and hard to put down ○ Reviews say it is an "easy read" and high school level ○ *TIME* Magazine said, "It had some aspects of Bataan, some of Anzio, some of Dunkirk, some of Valley Forge" - the events of this book can be compared to previous content from WWII and even the Civil War ○ 274 pages - good length ● *On Hallowed Ground: The Last Battle for Pork Chop Hill* by Bill McWilliams, Robert W. Sennewald - **Korean War novel** ○ Book takes place at the end of the Korean War - iconic location because numerous battles here throughout the war ○ Draws on classified documents, letters from survivors, and interviews for the content - historical based and accurate ○ Mixed format - provides quick, pertinent background info and then gives an excerpt from an interview or letter from the perspective of a soldier from the war ○ Good mix of historical content and evidence from survivors - makes it engaging, but also very informative ○ Explains how the war is truly "The Forgotten War" ○ Less story-like than the other one ○ 272 pages - good length ● *Search and Destroy* by Dean Hughes ○ About Vietnam War and a soldier's experience	**DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● *Inside North Korea* documentary with Lisa Ling (2007) ○ Inside look at North Korea and the brainwashing of the people by Kim Jong Il ○ Lisa Ling goes undercover with a Nepalese doctor who is going to North Korea for humanitarian purposes to provide cataract surgery for 1,000 North Koreans ○ Shows the complete fear/brainwashing of the people and their complete trust and praise for the "Great Leader" ○ About an hour in length ○ More info at: http://www.imdb.com/title/tt0987374/ ● *Bridge of Spies* (2015) ○ PG-13 ○ "In the cold war, a lawyer, James B. Donovan is recruited by the CIA and involved in an intense negotiation mission to release and exchange a CIA U-2 spy-plane pilot, Francis G. Powers. The pilot was arrested alive after his plane was shot down by the Soviet Union during a mission and stays in the company of a KGB intelligence officer, Rudolf Abel, who was arrested for espionage in the US." (quoted from: https://www.imdb.com/title/tt3682448/) ○ Not based on a true story, but many aspects historically accurate ○ Engaging and intriguing with some plot twists ○ Movie Trailer: https://www.youtube.com/watch?v=7JnC2LIJdR0

        - Main character, Rick, graduated high school and is lacking direction as he prepares to start college, so he quits his job and enlists in the Army because he realizes he needs discipline
    - Can be compared with primary source accounts of the Vietnam War
        - Novel is fictional
    - Relatable - main character is a recent high school graduate
    - Lower high school reading level (9th grade)
    - Available in mass supply through Amazon for as low as $0.10 a book
        - https://www.amazon.com/Search-Destroy-Dean-Hughes/dp/141695371X
    - More info and excerpt at: https://www.barnesandnoble.com/w/search-and-destroy-dean-hughes/1007294732
    - 224 pages - shorter and more manageable
- *A Rift in the Earth* by James Reston
    - From goodreads:
        - "A Rift in the Earth tells the remarkable story of the ferocious "art war" that raged between 1979 and 1984 over what kind of memorial should be built to honor the men and women who died in the Vietnam War. The story intertwines art, politics, historical memory, patriotism, racism, and a fascinating set of characters, from those who fought in the conflict and those who resisted it to politicians at the highest level. At its center are two enduring figures: a young, Asian-American architecture student at Yale whose abstract design won the international competition but triggered a fierce backlash among powerful figures; and Frederick Hart, an innovative sculptor of humble origins on the cusp of stardom. James Reston, Jr., a veteran who lost a close friend in the war and has written incisively about the conflict's bitter aftermath, explores how the debate reignited passions around Vietnam long after the war's end and raised questions about how best to honor those who fought and sacrificed in an ill-advised war. Richly illustrated with photographs from the era and design entries from the memorial competition, A Rift in the

Earth is timed to appear alongside Ken Burns's eagerly anticipated PBS documentary, The Vietnam War." ○ Published September 2017 ○ Nonfiction ○ 304 pages	

Unit 5: Cold War Policies Domestic to 1970s {18 days}

Essential Question:

- How did the social and economic changes after WWII affect Americans?
- How did foreign policy affect domestic life?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Topics / Subtopics	Key Concepts	Activities & Resources	Assessment
Red Scare	The Cold War influenced many aspects of American Life. The fear of communists working in America to destroy our way of life led to new legislation and organizations. HUAC, Federal Employee Loyalty Program, Smith Act, Rosenbergs Trial, McCarthyism, Hollywood Ten blacklist	• Transcripts from HUAC interrogations • McCarthyism Political Cartoon Analysis • Walt Disney transcript • Rosenberg Trial Evidence packet activity - should they have been found guilty? • McCarthy “red dot” activity	• Political Cartoon Analysis • Red Dot Activity participation • Rosenberg mock trial • Quiz • Graded discussions
Economic Boom/The Affluent Society	GI Bill, Baby boom, economic growth of the 1950’s, move to the suburbs, the car culture, Interstate Highway Act, migrating to the sunbelt Americans experienced a long	• 1950’s DBQ • INventions of the 1950’s student project • PPT Presentations for the GI Bill, causes of the economic boom, baby boomers etc…	• Student inventions projects • 1950’s DBQ • Map Quizzes • Quiz

	period of economic growth after the war and enabled millions to enter the middle class What caused the economic growth? The US was the only developed nation untouched by the devastation of WWII - they produced about 50% of the world's total output. Also, GI bill aids soldiers in purchasing homes, enrolling in college and helped spark the development of the suburbs and construction. The development of suburbs created jobs and increased the median family income substantially. This tied in with easily available credit leaders to a culture of consumerism that was also encouraged by new appliances, "cooler" cars, TV's etc.	• Map of INterstate Highway Act • Map of migration in the US	
Family Life in the 1950's	By the end of the 1950's 90% of families owned a TV. The TV encouraged consumer spending and influenced family culture, roles and pop culture. Portraying the ideal family, the influence of TV on family life, the bored housewife and increase	• 1950's Culture DBQ • THe Dinner Date video • Duck and Cover video • Bomb SHelter Video • How to go on a Date Video • 1950's culture day - music, tv shows, lingo etc...	• 1950's DBQ • Graded discussion on videos • Bomb shelter blueprint assignment • Quiz

	use of prescription drugs, the children centered family, rock and roll		
The reality of the 1950's and discontent / disillusionment	Although there was a postwar boom not all people benefited. There were many who rejected the conformity of the 1950's and others who were dissatisfied with the conditions of the US after the war. Fear of nuclear war, Beats rejection of middle class life, rural and urban poverty for minorities	● Photos of the poor during the 1950's ● Book - the OTher America excerpts ● Gallery walk ● Beat poems and literature	● 1950's DBQ
Treatment of Asian Immigrants	Immigration and Nationality Act of 1952, Immigration and Naturalization Act of 1965, effects of Korean War and Vietnam War on treatment of Asian Americans, The International Hotel Struggle (1977), Jung Sai Garment Workers Strike (1974) First Asian Americans in Congress - January 3, 1957: Dalip Singh Saund was sworn in as US Representative of California and is the first Asian-American, first Indian American, and first Sikh to serve in Congress	● Legislation analysis ● Research Assignment	● Discussion/Debate ○ How do wars and conflict cause changes in the treatment of certain groups of people?

	- August 24, 1959: Hiram L. Fong was sworn in as Hawaii's first U.S. Senator, becoming the first Asian American elected to the chamber - January 4, 1965: Patsy T. Mink was sworn in as U.S. Representative of Hawaii and is the first Asian American woman, and first woman of color, to serve in Congress Joyce Chen: Chinese American Chef, Restaurateur, and Author; introduced first all-you-can-eat Chinese buffet		

Unit Learning Targets
Students will… ● Analyze the origins and outcomes of the youth counterculture movement including the Beat Movement, rock and roll music, and abstract art. ● Evaluate authors' differing points of view on the effectiveness with which the United States government addresses economic issues involving individuals, businesses and/ or other countries (e.g., free trade agreements, tariffs, foreign aid, trafficking, and immigration). ● Describe the new legislation and organizations created in the US due to the fear of communism ● Evaluate the extent to which Red Scare policies and programs (i.e. HUAC, McCarthyism, Smith Act) went too far to contain communism at home (i.e. restriction of personal freedoms and liberties; false accusations - Army-McCarthy Hearings; trials and executions - Alger Hiss, Rosenbergs; tarnishing of reputations - Hollywood Ten blacklist) ● Examine the causes of the post-WWII economic growth in the US (i.e. growth of suburbs - Levittown; redlining neighborhoods - re-segregation; GI Bill; availability of credit esp. for purchasing new cars, appliances, TVs) ● Discuss the growing wealth gap in the US, especially between Blacks and whites as well as urban vs. suburban vs. rural

NEW Social Studies NJSLS June 2020

Era 12. Postwar United States: Cold War (1945 to early 1970s)

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

Core Idea	Performance Expectations
Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.	6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. • 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East. • 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. • 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations. • 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
Historical sources and evidence provide an understanding of different points of view about historical events.	• 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. • 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

B

Enrichment	Resources
NOVELS ● *The Hours Count: A Novel* by Jillian Cantor - **McCarthyism** ○ Set in the late 1940s-early 1950s ○ Reimagines life of the neighbor of Julius and Ethel Rosenberg ■ This is the neighbor in real life that Ethel left her two children with ○ First person perspective ○ Tangible language - written like a story ○ Historical fiction - based on fact ○ More info at: https://www.amazon.com/gp/product/0399576045/ref=as_at/?imprToken=dzS5ibKf0CKb0C9uiadgsg&slotNum=44&ie=UTF8&tag=boorio-20&linkCode=w61&camp=217145&creative=399349&creativeASIN=0399576045 ○ 368 - a little lengthy, but not too long	**DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● "A Date with your Family" ○ Short documentary/video about how to act (manners, chores, polite table conversation) highlighting social norms and roles in the home (i.e. dad works, mom cooks and cleans, daughter helps mom cook and clean, brother does schoolwork and sports) ○ https://www.youtube.com/watch?time_continue=1&v=SvsyAT2rWBY&feature=emb_logo ● *Father Knows Best* ○ Popular 1950s TV sitcom ○ Highlights traditional household roles ○ Shows parents how to "handle" difficult conversations, situations - father taking the lead and teaching children how to act, good manners, societal roles, life lessons, etc. ○ http://www.shoutfactorytv.com/series/father-knows-best ■ "Safety First" - Season 3, Episode 27 ■ "Lesson in Citizenship" - Season 1, Episode 2 ● "Bert the Turtle: Duck & Cover" ○ Red Scare - fear of nuclear attack ○ Duck & Cover drills done in schools like we do fire drills today ○ Discuss - effectiveness of drill and reasoning behind it (sense of safety and security vs. actual effectiveness) ○ https://www.youtube.com/watch?v=Lg9scNl9h4Q&feature=emb_logo

Unit 6: Civil Rights Movement {18 days}

Essential Question:

- How are prejudice and bias created? How do we overcome them?
- To what extent does power or the lack of power affect individuals?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Topics / Subtopics	**Key Concepts**	**Activities & Resources**	**Assessment**
History of Segregation	Slavery, Civil War, Reconstruction, Black Codes, Jim Crow Laws, *Plessy v. Ferguson*	• Case analysis • Analyze Jim Crow Laws	• Discussion • Analysis questions
Early Steps towards Equality	*Brown v. Board of Ed*, Jackie Robinson, James Farmer and Congress on Racial Equality (CORE)	• Connection to modern school segregation (i.e. Charlotte-Mecklenburg County, East Side HS in Cleveland, MS, desegregation in Maplewood, NJ)	• Debate/discussion • Reading and reflection questions
Methods of Protest	**Boycott** (Montgomery Bus Boycott) **Sit-ins** (Greensboro, NC) **Testing laws** (Freedom Rides, Freedom Summer) **March** (March on Washington, Selma)	• Jigsaw • Stations activity (each group different form of protest) • DBQ (which was the most effective form of protest) • Movie clips from *Lee Daniel's: The Butler* (sit-ins), *Selma* • Analysis of MLK's "I have a dream" speech	• Analysis questions • Discussion • DBQ essay (What do you believe was the most pressing problem facing African Americans in the 1950s and 1960s: integration of schools, voting rights, or equal housing opportunities? Why do you think this was

		● Emmett Till Upfront Article ● Read children's book *The Child of the Civil Rights Movement*	the most pressing problem? Explain your reasoning.)
Leadership	Martin Luther King, Jr., Malcolm X, Ralph Abernathy, Bobby Seale, Huey Newton, Bayard Rustin, Rainbow Coalition	● Comparison of the policies of MLK and Malcolm X ● Speech analysis of full "I Have a Dream" ● Jigsaw - Connection between Black Panther Party and Black Lives Matter Movement ● Research present day civil rights activists	● Discussion ● Writing response ● Research project & product

Unit Learning Targets
Students will… ● Explain why national governmental actions were needed to ensure civil rights for African Americans. ● Compare and contrast various methods of protest during the Civil Rights Movement encouraged by different leaders and groups ● Analyze important Civil Rights Movement speeches, documents, etc. (i.e. the full "I Have a Dream" speech by MLK Jr., Black Panthers Ten-Point Program) ● Draw connections between the Civil Rights Movement of the 1950s/60s and the contemporary Black Lives Matter Movement ● Evaluate various explanations for the propulsion of the Civil Rights Movement and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

NEW Social Studies NJSLS June 2020

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	• 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities. • 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.	6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
Governments and financial institutions influence monetary and fiscal policies.	• 6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. • 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

Enrichment	Resources
NOVELS ● *Fog Machine* by Susan Follett ○ Fictional novel, but based on true events ○ Reviews say it is well-researched ○ Three main characters each with a different, yet interconnected, storyline - 12-year-old white girl living in MS, young black woman who moves from MS to Chicago, and a Freedom Summer volunteer from NY ○ Recaps events from the entire Civil Rights Movement - book would be good at the end of the unit to review a variety of actions taken during the movement to advocate for equality as well as ways in which equality was prevented for those advocating for rights for African Americans over and over again ■ Includes events related to Jim Crow Laws, Freedom Summer (and the 3 men who went missing and were found murdered) ○ Read an extensive synopsis at: http://www.powells.com/book/fog-machine-9781941038505?partnerid=33733 ● *Getting Away with Murder: The True Story of Emmett Till Case* by Christopher E. Crowe ○ Recounts the events leading up to and after the murder of 14-year-old Emmett Till, a teenager from Chicago that visited his family in MS and was murdered after allegedly making inappropriate comments to a white woman ○ Event seen as a catalyst for the Civil Rights Movement ■ Important story and event, but only about one topic ○ Ages 12 and up - lower level reading, but quick read and very tangible; reviews say it is easy to understand for teenagers and adults ○ More info and synopsis at: http://www.powells.com/book/getting-away-with-murder-9780803728042?partnerid=33733 ○ 144 pages - short ● *The Help* by Kathryn Stockett	**DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● *Mississippi Burning* ○ Rated R - would need a permission slip and may need to cut out portions of it ○ Based on true events ○ Based on Freedom Summer (and the 3 men who went missing and were found murdered) ○ Covers corruption in southern law enforcement and clashes between the FBI and local law enforcement ○ Shows KKK presence and activity in the south and the lynching of African Americans in the south by such people ● *Hidden Figures* ○ Rated PG-13 ○ Based on true story ○ Describes the story of the African American women (3 in particular) that helped NASA race the Soviets to space and successfully get a man into space and to the moon ○ Highlights the segregation and discrimination of African Americans under Jim Crow Laws, the lack of equality and access to education and certain positions and titles, and discrimination in the workforce for African Americans, especially women ○ Recaps a variety of events from the Civil Rights Movement and the Cold War (ex. Space Race, Jim Crow Laws, segregated schools, murder of Emmett Till ● *The Butler* - video clip ○ Shows youth preparing for a lunch counter sit-in being trained to not react when faced with racial slurs, derogatory comments, or physical assault ○ Video clip here ● *Against All Odds - The Fight for the Black Middle Class* ○ PBS documentary - full episode here ○ From PBS.com: “Acclaimed journalist Bob Herbert explores the often heroic efforts of black families to pursue the American dream in the face of unrelenting barriers.”

○ Riveting story that follows three women mainly in the early 1960s ○ Describes the Jim Crow Laws and life of typical African American women in the south at this time (ex. maids, nannies) and the treatment of them by whites in the south, especially women ○ Highlights the social culture of the south and also how some people begin to challenge those social norms ○ Skeeter, the one main character attempts to fight against the social norms and give a voice to the African American women in her community ■ Many of the women are reluctant at the beginning, but eventually will join in and will end up making the effects that the more powerful ○ Read synopsis and excerpt at: https://www.barnesandnoble.com/w/help-kathryn-stockett/1100036619#/ ○ Tangible for high school ○ 640 pages - long book ○ Could show the movie to students instead of book, or in conjunction with the book ● *Hidden Figures (The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race)* by Margot Lee Shetterly ○ ISBN: 9780062363602 ○ Interesting and ○ Covers numerous events (end of WWII, segregation (and desegregation), Civil Rights Movement, Space Race & NASA, Cold War tensions with USSR, McCarthyism & Red Scare) ○ Play clips of movie in conjunction with the novel ○ Teacher's Guide: https://b0f646cfbd7462424f7a-f9758a43fb7c33cc8adda0fd36101899.ssl.cf2.rackcdn.com/teaching-guides/TG-9780062363602.pdf ○ 368 pages - manageable amount, not too long ● *The Rock and the River* by Kekla Magoon ○ The main character is a 13-year-old boy who is the son of the prominent civil rights activist Roland Childs ○ His brother is involved with the Black Panthers, which creates tension since his father is a huge proponent of non-violent protest and largely against the actions of the Black Panthers ○ Covers the assassination of Dr. Martin Luther King, Jr.	○ Connects efforts, successes, and failures of the Civil Rights Movement (or even the Reconstruction Amendments) to the present day struggles of Black families in the US - good tie in with the contemporary Black Lives Matter Movement

○ As a young boy, he is uncertain and unsure of his feelings about the movement and which strategy is the best ○ Can read this in conjunction with *Child of the Civil Rights Movement* by Paula Young Shelton to compare the effects of the role of parents in the Civil Rights Movement on their children/relatives ○ More info at: https://www.barnesandnoble.com/w/rock-and-the-river-kekla-magoon/1100364448#/ ○ Relatable for high schoolers ○ 304 pages - not too lengthy	

Unit 7: Equal Rights, Social Change, & Environmentalism {15 days}

Essential Question:

- Does the government have the right to restrict the freedoms of people?
- Are affirmative action laws necessary? Are they fair?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Topics / Subtopics	**Key Concepts**	**Activities & Resources**	**Assessment**
Environmental Movement	Creation of EPA, new legislation (Clean Air Act, Clean Water Act, Endangered Species Act), Three Mile Island accident	• Hyperdoc activity • Research how those laws have evolved over time and new environmental protections put in place	• Research product • Hyperdoc responses
Equal Rights Movements	Gay Liberation / Rights, Disabled, Women, Older Americans, Asian Americans, Latino / Chicano, Native Americans Contributions of Asian Americans: **Yuri Kochiyama** (Japanese American who survived two years in internment camps) **Derald W. Sue and Stanley Sue** (influential figures in ethnic minority psychology; founded the Asian American Psychological Association)	• Introductory reading assignment and chart on all movements • Research project on one movement	• Chart • Discussion • Project product (Instagram, Twitter, Facebook, Website, Painting with explanation, propaganda poster with explanation, interview with key leader)

	Agricultural Workers Organizing Committee (made up mostly of Filipino farmworkers, including Philip Vera Cruz) begin the five-year Delano Grape Strike; prompted a global grape boycott; led by Filipino-American Larry Itliong; then partnered with Cesar Chavez and Latino workers - the two unions joined to form United Farm Workers ***Gidra*** (newspaper created by UCLA students that ran from 1969-1974, chronicling the dramatic changes in the Asian American community and serving as a catalyst for change) **Ronald Takaki** (established UC Berkeley's PhD program in ethnic studies in 1971 - first one in the US) **Peter Yew/Police Brutality Protests** (1975) **Kiyoshi Kuromiya** (lifelong activist in civil rights, protesting the Vietnam War, LGBT rights, and AIDS/HIV advocacy)		
Roe v. Wade	Controversy about abortion and women's rights	• Discuss facts of the case and debate	• Discussion / debate • Research assignment

	Background on the case (Roe tried to get an abortion in TX but was denied) Outcome and SCOTUS decision (established parameters for an abortion in 1st, 2nd, and 3rd trimesters and defined role of states in process)	● Research implications of case since decision and cases to potentially overturn it	
Equal opportunity legislation	Title VII Title IX Affirmative Action	● Compare/contrast laws ● Discuss implications of legislation in schools, workplaces, etc.	● Compare/contrast chart or Venn diagram ● Discussion
Watergate	Pentagon Papers (gov't dishonest about facts of Vietnam War → loss of trust in gov't) Republicans caught spying on Democrats at Democratic Headquarters (Watergate building); 5 men arrested Washington Post investigated; became major scandal when Nixon lied about involvement and tried to cover it up; focus of investigation was tape-recorded conversations he refused to hand over claiming "executive privilege"; eventually does but 18 ½ min section missing	● Watergate Breakout Box ● Investigative research and evidence analysis	● Debate ● Reflection on Breakout Box

	Congress moves to impeach; told he has no chance to win so becomes first president to resign in August 1974 Aftermath → public distrust of gov't that still exists today		

Unit Learning Targets

Students will…

- Evaluate the effectiveness of the women's rights movement by analyzing key events and documents, *The Feminine Mystique*, the National Organization of Women, the Equal Rights Amendment, Title IX, Affirmative Action,and *Roe v. Wade* decision.
- Evaluate the effectiveness of the American Indian Movement including the occupation of Alcatraz, Wounded Knee, and the Indian Self-Determination Act of 1975.
- Evaluate the effectiveness of the La Raza Movement including the *Mendez v. Westminster School District* decision, United Farm Workers Strike, and the actions by Cesar Chavez.
- Draw connections between various equal rights movements (i.e. Gay Liberation / Rights, Disabled, Women, Older Americans, Asian Americans, Latino / Chicano, Native Americans)
- Evaluate the effectiveness of environmental movements (e.g., creation of EPA) and their influence on public attitudes and environmental protection laws (e.g., Clean Water Act, Clean Air Act).
- Discuss the lasting impact of the Watergate Scandal on public trust/distrust of government
- Discuss the political and social impact of the Mattachine Society, the Daughters of Bilitis, One Incl vs Olesen, as well as the inclusion of homosexuality being listed as a sociopathic personality disturbance by the American Pyschiatric Association
- Compare and contrast civil rights protests with LBGTQ movements such as the "Sip in", Stonewall Riots, June 1970 Central Park parade (first gay pride parade)
- Compare the effectiveness of the 1979 National March on Washington for Lesbian and Gay Rights with the 1963 march
- Analyze Executive Order 10450 which banned homosexuals for working in the federal government
- Discuss the impact of Kathy Kozachenko becoming the first openly gay American elected to public office when she wins a seat on the Ann Arbor, Michigan City Council.
- Examine the impact of Harvey Milk winning a seat on the San Francisco Board of Supervisors and his responsible for introducing a gay rights ordinance protecting gays and lesbians from being fired from their jobs as well as campaigning against Proposition 6, an initiative forbidding homosexual teachers.
- Create a timeline of significant events including: March 1982 - Wisconsin becoming the first U.S. state to outlaw discrimination on the basis of sexual orientation, December 1993 - Don't ask don't tell policy, September 1996 - Defense against Marriage Act signed into law, August 2000 - Vermont becomes the first state in the U.S. to legalize civil unions and registered partnerships between same-sex couples., May 2004 - Massachusetts becomes the first state to legalize gay marriage. The court

finds the prohibition of gay marriage unconstitutional because it denies dignity and equality of all individuals, October 2009 - The Matthew Shepard Act is passed, December 2010 - Don’t ask don’t tell is repealed, June 2015 - Supreme Courts declares same-sex marriages legal

NEW Social Studies NJSLS June 2020

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

Core Idea	Performance Expectations
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Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
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Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.	6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
Governments and financial institutions influence monetary and fiscal policies.	• 6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. • 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

Enrichment	Resources
NOVELS ● *Out for Good: The Struggle to Build a Gay Rights Movement in America* by Dudley Clendinen ○ From https://www.goodreads.com/book/show/1116500.Out_for_Good ■ "This is the definitive account of the last great struggle for equal rights in the twentieth century. From the birth of the modern gay rights movement in 1969, at the Stonewall riots in New York, through 1988, when the gay rights movement was eclipsed by the more urgent demands of AIDS activists, this is the remarkable and until now untold story of how a largely invisible population of men and women banded together to create their place in America's culture and government. Told through the voices of gay activists and their opponents, filled with dozens of colorful characters, Out for Good traces the emergence of gay rights movements in cities across the country and their transformation into a national force that changed the face of America forever." ○ Good organization of topics ○ Comprehensive account ○ US focused ○ Excerpt available here ● *The Gay Revolution: The Story of the Struggle* by Lillian Faderman ○ From Amazon ■ "The sweeping story of the struggle for gay and lesbian rights—based on amazing interviews with politicians, military figures, and members of the entire LGBT community who face these challenges every day: "This is the history of the gay and lesbian movement that we've been waiting for" (The Washington Post). The fight for gay and lesbian civil rights—the years of outrageous injustice, the early battles, the heart-breaking	**DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● *Stonewall Outloud* ○ Short documentary about the Stonewall Riots (32 minutes) ○ Film Synopsis ■ For the 50th anniversary of a seminal moment in LGBTQ history, STONEWALL OUTLOUD describes, comments upon, and recreates events before, during, and after the 1969 riots at The Stonewall Inn in New York City. On June 28, 1969, members of the gay, lesbian, and transgender community were being arrested en masse by the NYPD, headed by Seymour Pine, commander of its Public Morals Squad. Taken from the Stonewall bar by force, they resisted for the first time. Violence erupted. Using extensive archival footage, interviews with contemporary actors and activists from then and now, and very significantly, lip-synced audio interviews recorded in 1989 for Public Radio production of "Remembering Stonewall," the filmmaking team brings the repressive conditions and ultimately violent period to life. Some of the folks interviewed by StoryCorps' Dave Isay for the radio program are still alive and appear on screen; their participation is exceptionally poignant. ○ More info and parent reviews here ○ Youtube video of a brief history of the Stonewall Riots (History.com) ■ https://www.youtube.com/watch?v=Q9wdMJmuBlA

defeats, and the victories beyond the dreams of the gay rights pioneers—is the most important civil rights issue of the present day. In "the most comprehensive history to date of America's gay-rights movement" (The Economist), Lillian Faderman tells this unfinished story through the dramatic accounts of passionate struggles with sweep, depth, and feeling.

The Gay Revolution begins in the 1950s, when gays and lesbians were criminals, psychiatrists saw them as mentally ill, churches saw them as sinners, and society victimized them with hatred. Against this dark backdrop, a few brave people began to fight back, paving the way for the revolutionary changes of the 1960s and beyond. Faderman discusses the protests in the 1960s; the counter reaction of the 1970s and early eighties; the decimated but united community during the AIDS epidemic; and the current hurdles for the right to marriage equality.

"A compelling read of a little-known part of our nation's history, and of individuals whose stories range from heart-wrenching to inspiring to enraging to motivational" (Chicago Tribune), The Gay Revolution paints a nuanced portrait of the LGBT civil rights movement. A defining account, this is the most complete and authoritative book of its kind."

- Comprehensive
- Very long (over 800 pages) - could use excerpts/only certain interviews
- Interesting, engaging format (interviews)
- Relatable to students (informal conversations vs. formal text)

- *All Out: The No-Longer-Secret Stories of Queer Teens throughout the Ages* by Saundra Mitchell
  - From GoodReads
    - "Take a journey through time and genres and discover a past where queer figures live, love and shape the world around them. Seventeen of the best young adult authors across the queer spectrum have come together to create a collection of beautifully written diverse historical fiction for teens.

From a retelling of Little Red Riding Hood set in war-torn 1870s Mexico featuring a transgender soldier, to two girls falling in love while mourning the death of Kurt Cobain, forbidden love in a sixteenth-century Spanish convent or an asexual girl discovering her identity amid the 1970s roller-disco scene, All Out tells a diverse range of stories across cultures, time periods and identities, shedding light on an area of history often ignored or forgotten."

- Look inside book and read excerpts here
- 17 stories from varying backgrounds and time periods - can be used in small portions for several topics and units throughout the year
- A little long, but manageable (about 350 pages) and can be broken up throughout the year depending on topic covered
- Relatable - stories are of teens

PICTURE BOOKS (Meghan O'Reilly has copies of both of these)

- *PRIDE: The Story of Harvey Milk and the Rainbow Flag* written by Rob Sanders and illustrated by Steven Salerno
  - Can be used when discusses Harvey Milk and the Gay Rights Movement of the 1970s
  - Tells of the history of the Pride flag and about Milk's life
  - Provides a timeline at the end about Harvey Milk and the Rainbow flag
  - Mentions at the end when in 2015 the White House was lit up in rainbow colors when the Supreme Court legalized gay marriage in all 50 states
- *Queer Heroes: Meet 53 LGBTQ Heroes from Past & Present* written by Arabelle Sicardi and illustrated by Sarah Tanat-Jones
  - Covers a variety of people throughout history who were activists, allies, and members of the LGBTQ community
  - Includes a short bio and illustrations for each of the 53 people included
  - Long because of so many people included, but can pick out and just read those who are pertinent to the curriculum/unit
  - Includes people from around the world and from a variety of occupations, levels of notoriety, past and present

Unit 8: End of Cold War International 1980s {15 days}

Essential Question:

- Should the US take on the role of the World Police?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Topics / Subtopics	**Key Concepts**	**Activities & Resources**	**Assessment**
US-Iran Relations	Iranian Revolution of 1979 ● Reasons US supported the Shah ● Overthrow of the Shah and takeover by Islamic republic ● Changes in law and more restrictions put in place, especially of the religious nature and targeting women and 'radicals'	● Upfront Article here ● Hyperdoc ● Video questions Google Form ● Debate US involvement in Iran in the late 1970s ● Read *Persepolis* here and complete reading questions and book review	● DBQ - US as World Police ● Graded debate ● Reading questions, analysis, and book review
US involvement in Afghanistan	US supplied mujahideen / Taliban with weapons to fight Soviets US involvement in area due to Cold War -- preventing USSR from spreading their influence in that	● Research and flowchart ● Cause and effect chart ● Documentary questions and discussion ● Video	● DBQ - US as World Police ● Discussion ● Charts

	area US need for oil and Middle Eastern / Muslim allies		
Downfall of the USSR	Gorbachev comes to power and implements less restrictive policies (perestroika and glasnost) Satellite nations begin to rebel and gain independence -- USSR loses control Berlin Wall comes down, USSR collapses, countries reunited / created / gained independence	● Map practice with new countries ● Cause/effect chart for Gorbachev's policies and independence movements	● Quiz on end of Cold War and new Europe map

Unit Learning Targets
● Evaluate various explanations of how the Cold War ended, and determine which explanation best accords with textual evidence, considering: the foreign policy of the Reagan administration; internal weaknesses of the Russian economy; the leadership of Mikhail Gorbachev (i.e. glasnost, perestroika); pro-democracy movements within communist nations ● Discuss self-determination, independence movements, and conflict over statehood for former Soviet satellite nations ● Create a timeline of events for US-Iran relations from 1945-1989 ● Draw connections between US involvement in Middle Eastern countries in the 1970s/80s and today (i.e. Iran, Iraq, Afghanistan) ● Determine the extent to which the US involvement in past or present conflicts or in certain regions was fueled by access to resources (i.e. oil, weapons) ● Compare the perspectives of other nations and those from the United States regarding United States foreign policy towards Latin America, Middle East, and Asia during the presidential administrations of this time period. ● Write an informative text to explain how and why religious tensions and historic differences in the Middle East have led to international conflicts. ● Analyze the effectiveness of United States policy and actions (e.g., diplomacy, military intervention, humanitarian aid) in bringing peaceful resolutions to the Middle East region by comparing the perspectives of the US and other nations during this time period.

- Use credible sources to evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
- Draw evidence from informational texts to evaluate the role of American diplomacy in developing peaceful relations, alliances, and global agreements with other nations during this time period.

NEW Social Studies NJSLS June 2020

Era 15. Contemporary United States: International Policies (1970–Today)

The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

Core Idea	Performance Expectations
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
Governments around the world support universal human rights to varying degrees.	6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
Multiple economic indicators are used to measure the health of an economy.	6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. • 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations. • 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
Historical sources and evidence provide an understanding of different points of view about historical events.	• 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region. • 6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. • 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

Enrichment	Resources

NOVELS

- *Going Over* by Beth Kephart
  - Set in 1983 in Berlin, Germany
  - Berlin Wall is in place, dividing East and West Berlin
  - Woman lives in West Berlin and man lives in East Berlin - love story and story of daring, courageous, high-risk escape of the couple
  - More info at: https://www.amazon.com/Going-Over-Beth-Kephart/dp/1452128863
  - 288 pages - good length, one the shorter side
- *Persepolis* by Marjane Satrapi
  - Coming of age graphic novel (comic strip format) set in the 1970s in Iran during the Islamic Revolution
  - Very relatable for teens as Marji struggles with puberty, making new friends, moving to a new place, death of family members, and political uncertainty as well as challenges the authority of her parents and the government
  - Read the picture book *The Proudest Blue* by Ibtihaj Muhammad (Meghan O'Reilly has this picture book as well as a class set of 25 copies of *Persepolis* and here is the PDF copy of it) to compare and contrast her view towards the hijab with Marji and other female characters' views in *Persepolis* towards the veil
  - Brief summary of the novel can be found on the Penguin Random House Publishing House website
  - Reading questions here
  - 153 pages - quick read (read cover to cover in less than 5 hours)

DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS

- "Why did the United States and the Soviet Union compete in Afghanistan?"
  - Video link here
- "A History On U.S. And Iran Relations"
  - Briefly covers leadership changes, revolution, hostage situation, proxy wars, Iran-Iraq War, Hezbollah, US sanctions on Iran in 1980s, attacks on Israel, Iran's nuclear program
  - YouTube link here
- "How Young Iranians Feel About U.S. Sanctions | NYT News"
  - Pair with this Upfront Article
  - Article & video questions on this Google Form
  - YouTube link here
- "The Middle East's cold war, explained"
  - Draw connections with Cold War between US & USSR
  - YouTube link here

Unit 9: End of Cold War Domestic 1980s {10 days}

Essential Question:

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Topics / Subtopics	**Key Concepts**	**Activities & Resources**	**Assessment**
Strategic Defense Initiative	AKA "Star Wars" Land and space lasers to destroy missiles launched at the US Reagan built up the military; spent billions on SDI, bombers, missile systems, etc.	• Lecture • Videos • Analysis of SDI plan • Connections with *Butter Battle Book* weapons	• Quiz • Debate (effectiveness of various Cold War weaponry and technology)
Iran-Contra Affair	Secret arms deal; US traded missiles for American hostages held in Lebanon by Iranian-backed terrorists in Hezbollah and to support an armed conflict in Nicaragua In Nicaragua, "anti-communist Contras were battling the communist Sandinista government" (history.com). Reagan was trying to be tough on communism so got the CIA	• Documentary clips • Document analysis	• Quiz • Analysis questions • Discussion

	involved in secretly supporting the Contras. Needed an ally in Middle East (rocky relations with Iran since Iranian Revolution) so hoped the arms deal would made Lebanon a US ally		
Reaganomics	If taxes are decreased, people will work and spend more money, which leads to an increase in the economy "Trickle Down"- Give tax cuts to the rich which will eventually benefit the lower class	● Videos with simulations of how it works ● Lecture	● Quiz
Treatment of Immigrants	Refugee Act of 1980, Immigration Reform and Control Act of 1986, Civil Liberties Act of 1988 (formal apology and reparations for Japanese Internment Camps)	● Legislation analysis	● Discussion/Debate ○ How has immigration legislation evolved and changed from 1920 to 1990?

Unit Learning Targets
Students will… ● Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. ● Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

- Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy, by examining U.S. relationships with the world's nuclear and non-nuclear powers since the fall of the Soviet Union.
- Explain why natural resources (i.e., fossil fuels, precious and rare-Earth metals, food, and water) continue to be a source of regional and international conflict.
- Evaluate the economic, political, and social impact of new and emerging technologies (e.g., satellite, computers, the Internet, and cellular technology) on individuals and nations.
- Relate the role of America's dependence on foreign oil to its economy and foreign policy in this time period.
- Analyze measures taken by the U.S. and others to address issues concerning the distribution and sustainability of natural resources (e.g., conservation, diplomacy, technological innovation, aid, security) in this time period.

Era 14. Contemporary United States: Domestic Policies (1970–Today)

Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.	• 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. • 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

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Core Idea	Performance Expectations
An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.	6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.	6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.	6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. • 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
Governments and financial institutions influence monetary and fiscal policies.	• 6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies. • 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.	• 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. • 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.	6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

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Core Idea	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	• 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased. • 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. • 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
Chronological sequencing serves as a tool for analyzing past and present events.	6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
Historical sources and evidence provide an understanding of different points of view about historical events.	• 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. • 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. • 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
Complex interacting factors influence people's perspective.	6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials. • 6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks. • 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Enrichment	Resources
	DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS ● "Here's Why Reaganomics is so Controversial | History" ○ Short video explaining the reasons for Reaganomics, the "trickle down theory" as well as the controversy over that theory, tax bills signed in 1981 & 1986, lasting effects of it ○ YouTube link here ● "What Was the Iran-Contra Affair? | History" ○ Short video on the key facts and info about the Iran-Contra Affair ○ YouTube link here

Unit 10: Age of Globalization (1990s-present) {25 days}

Essential Question:

- Should the US take on the role of the World Police?
- How do natural resources (i.e. oil) play a role in international affairs?
- How do privacy, freedom, and security interconnect? Does it vary when individual versus collective?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Topics / Subtopics	**Key Concepts**	**Activities & Resources**	**Assessment**
Persian Gulf War (1990-1991)	Saddam Hussein (Iraqi leader) claimed Kuwait was illegally pumping oil that was Iraq's along their shared border and that Kuwait was purposefully keeping oil prices down hurting Iraq's recovery from the Iran-Iraq War Hussein sent 100,000 Iraqi troops into Kuwait to settle dispute by force; UN Security Council (backed by US & USSR) demanded removal of troops Bush sent American troops to protect oil fields in Saudi Arabia	• Documentary • Comparison worksheet (wars for oil) • Document analysis • Discussion	• DBQ - US as World Police • Debate (Has the US only gotten involved in conflicts/wars since the 1970s due to oil?)

	(Hussein had control of ¼ world's oil once invaded Kuwait, taking SA would give control of ½) Demanded Hussein to remove troops; he didn't; US created coalition force and attacked Iraq; fighting ended in less than 2 months with overwhelming US victory		
9/11/01	Planned attack by al-Qaeda on World Trade Center in NYC (economic center) and Pentagon (military HQ), and suspected attack on the White House (president/Executive Branch) and/or the Capitol (Legislative Branch)	• Documentary and video footage of events • PPT	• DBQ - US as World Police
War on Terror (2001-present)	Reasons for declaring war on Afghanistan and then Iraq (9/11/01 attack, pledge to fight against terrorists - al-Qaeda, Taliban, Hussein) History of US-Middle Eastern relations (Persian Gulf War, US involvement in Iran and Afghanistan in 1970s & 1980s) Key people/groups: President Bush, Osama bin Laden, Saddam Hussein, Taliban, al-Qaeda	• Comparison of US involvement in Afghanistan and Vietnam • Timeline activity • Stations activity/jigsaw • Video - Iraq War • Video - Comparison Vietnam War & War in Afghanistan	• Comparison chart • DBQ - US as World Police

	Middle Eastern oil reserves and US dependency on it		
Immigration Patterns	High number of immigrants coming from China, India, Philippines, Korea, Vietnam	● Data analysis	● Writing response explaining immigration patterns data shows
Treatment of Immigrants	killing of Vincent Chin in 1982; Illegal Immigration Reform and Immigrant Responsibility Act of 1996; Enhanced Border Security and Visa Entry Reform Act of 2002; Secure Fence Act of 2006; Deferred Action for Childhood Arrivals (DACA) and Deferred Action for Parents of U.S. Citizens and Lawful Permanent Residents (DAPA); implications of War on Terror and treatment of Asian Americans (i.e. Indian Americans - Sikhs)	● Legislation analysis	● Discussion/Debate ○ How has the perception and treatment of immigrants evolved and changed since the 1990s?
Contributions of Asian Americans	**Ajay Bhatt** (Indian American computer architect) helped develop the Universal Serial Bus (USB) **Jawed Karim** (Bangladeshi-German American), **Steven Chen** (Taiwanese American), and **Chad Hurley** (Pennsylvania native) were the core team behind YouTube	● Stations activity/jigsaw	● Comparison Chart

	Katherine Luzuriaga, M.D. (Filipino American physician and pediatric immunologist) developed one of the early diagnostic tests for human immunodeficiency virus (HIV) infection in children and credited as the first to functionally cure an HIV-infected child **Amanda Nguyen** (daughter of Vietnamese refugees) founded the Sexual Assault Survivors' Rights Act of 2016 which provides survivors with certain guarantees (i.e. right to a rape kit procedure at no cost, kits required to be preserved for 20 years) **Rinku Sen** (president and executive director of Race Forward: The Center for Racial Justice Innovation) **Ai-Jen Poo** (organizer of and advocate for domestic workers; through her work with National Domestic Workers Alliance (NDWA), her worked influenced the New York state legislature to pass the Domestic Workers Bill of Rights in 2010)		

	Kalpana Chawla (Indian American Astronaut and Engineer; first woman of Indian descent to go to space; served as a mission specialist and primary robotic arm operator on the space shuttle Columbia; died with 6 crew members upon re-entry in 2003)		

Unit Learning Targets

Students will...

- Evaluate the effectiveness of the United States' checks and balances system in contemporary contexts (e.g., the invocation of executive privilege and the creation/use of the War Powers Act).
- Examine the reasons for terrorism, analyze the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism (e.g., executive order after 9/11, PATRIOT Act, war in Afghanistan, the use of drones).
- Determine the relationship between United States domestic and foreign policies.
- Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
- Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- Examine how changing industries (i.e., manufacturing, service, science, and technology) and educational opportunities impacted economic development, social change, and reform movements in New Jersey and the United States.
- Determine the impact of media and technology on world politics during this time period by considering their role to inform, organize, and influence individuals, organizations, and government.
- Gather relevant information from multiple sources to support a prediction regarding the impact of technology on the global workforce, entrepreneurship, and access to education.
- Synthesize multiple resources to analyze the social and economic impact of American popular, political and consumer cultures and other world cultures from multiple perspectives, during this time period.

- Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy, by examining U.S. relationships with the world's nuclear and non-nuclear powers since the fall of the Soviet Union.
- Explain why natural resources (i.e., fossil fuels, precious and rare-Earth metals, food, and water) continue to be a source of regional and international conflict.
- Evaluate the economic, political, and social impact of new and emerging technologies (e.g., satellite, computers, the Internet, and cellular technology) on individuals and nations.
- Relate the role of America's dependence on foreign oil to its economy and foreign policy in this time period.
- Analyze measures taken by the U.S. and others to address issues concerning the distribution and sustainability of natural resources (e.g., conservation, diplomacy, technological innovation, aid, security) in this time period.
- Evaluate authors' different points of view on the factors that led to the widening of the gap between the rich and poor, in the US and other countries, and evaluate how this has affected individuals and society.
- Analyze the impact of United States support for the policies and actions of international organizations created to address economic, health, societal, and security goals.
- Conduct research to determine the effectiveness of the United States in pursuing national interests (e.g., securing shipping lanes, resources, military bases, suppressing foreign threats) while also attempting to address global problems (e.g., human rights abuses, regional instability, scarcity, economic stagnancy) during this time period.

NEW Social Studies NJSLS June 2020

Era 16. Contemporary United States: Interconnected Global Society (1970–Today)

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

Core Idea	Performance Expectations
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.	6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services without interruption.	6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	• 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship. • 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. • 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Enrichment	Resources
NOVELS ● *Baghdad Express: A Gulf War Memoir* by Joel Turnipseed ○ About Operation Desert Shield ○ True story and account from perspective of a Marine ○ Relatable - human elements and parts before Saddam Hussein invaded Kuwait and, thus, before shipped out to fight ○ Can be compared with other first hand accounts ○ Inexpensive - $0.10 per book on Amazon: https://www.amazon.com/Baghdad-Express-Gulf-War-Memoir/dp/0873514505 ○ More info and excerpt at: https://www.barnesandnoble.com/w/baghdad-express-joel-turnipseed/1111517399 ○ 203 pages - shorter than others ● *Outlaw Platoon: Heroes, Renegades, Infidels, and the Brotherhood of War in Afghanistan* by Sean Parnell, John Bruning ○ About the US in the War in Afghanistan ○ Riveting, emotional, and action-packed book, compared to *Band of Brothers* and *We Were Soldiers* ○ Lesser known topic to the students, especially in terms of the details and facts of the war ○ More info at: https://www.barnesandnoble.com/w/outlaw-platoon-sean-parnell/1103167950?ean=9780062066411#/ ○ 416 pages - long, but manageable	**DOCUMENTARIES, VIDEOS, and/or MOVIE CLIPS** ● Persian Gulf War ○ Background info short video - YouTube link here ○ Documentary on the Persian Gulf War ● Iraq War ○ Short Video on history of it ● Comparison Vietnam War & War in Afghanistan Video