US History-2 Curriculum

6.1 U.S. History: America in the World - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

The Great Depression and World War II (1929-1945)

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

Essential Questions:
1. To what extent should the government intervene in the economy?

2. What were the factors that caused the Great Depression?

3. What was the human impact of the Great Depression?

4. What was the Global impact of the Great Depression?

Focus Standards:
A. Civics, Government, and Human Rights
6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.

B. Geography, People, and the Environment
6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

C. Economics, Innovation, and Technology
6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.
6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
6.1.12.C.9.c Explain the interdependence of various parts of a market economy.
6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.

**D. History, Culture, and Perspectives**


6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

**Required Unit Objectives:**

1. Using Dorothea Lange photos, other primary sources, & Family Budget Dilemma Simulation students will gauge the human impact of the Great Depression.
   RH.11-12.7

2. Using economic indicator charts and graphs, political cartoons, and Stock Market simulation, students will determine the proper role of the government in the economy.
   RH.11-12.7

3. Using Primary Sources and Charts and Graphs, students will assess the global impact of the Great Depression.
   RH.11-12.2

   RH.11-12.9

**Required Resources:**

Primary Source Photos (ie - Dorothea Lange):
- [http://history1900s.about.com/od/photographs/tp/greatdepressionpictures.htm](http://history1900s.about.com/od/photographs/tp/greatdepressionpictures.htm)

Primary Documents -- narratives, letters, diary entries
- first-hand accounts - [http://library.thinkquest.org/03oct/01794/home_page.htm](http://library.thinkquest.org/03oct/01794/home_page.htm)
- [http://www.digitalhistory.uh.edu/historyonline/us34.cfm](http://www.digitalhistory.uh.edu/historyonline/us34.cfm)
- [http://library.thinkquest.org/03oct/01794/first_hand_accounts.htm](http://library.thinkquest.org/03oct/01794/first_hand_accounts.htm)

**Graphs and Charts - economic indicators/trends**
Suggested Resources/Activities:
EdSitement.NEH.gov
LOC.gov/teachers
Username: sampleteach, Password: Networks1
http://sheg.stanford.edu/ - Teach Like a Historian

Excerpts from Herbert Hoover’s *Rugged Individualism* speech 1928:
http://pinzler.com/ushistory/ruggedsupp.html


*Hard Times* by Studs Terkel (personal narratives):

Excerpts from *The Grapes of Wrath*:
http://home.earthlink.net/~copaceticcomicsco/GrapesofWrath.html

Political Cartoons from the era:
http://www.fdrlibrary.marist.edu/education/resources/pdfs/sc_docs_d.pdf

Edsitement’s Great Depression lesson plans and resources:
http://edsitement.neh.gov/search?query=Great+Depression

Excerpts from *Worst Hard Time* by Timothy Egan
“Letter from a Dust Bowl Survivor”

PBS American Experience - "Surviving the Dust Bowl"

History Channel’s *Black Blizzard*:
http://www.youtube.com/watch?v=9MTrmhclS4A

History Channel - Great Depression Overview - http://www.history.com/topics/great-depression

Stock Market Simulation - (Bob Jones Role Play)

Songs from the era - “Brother Can You Spare a Dime?” / “The Soup Song” / “My Oklahoma Home” / “This Land is Your Land” / “Which Side Are You On?”
http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html
http://www.lyricsdepot.com/bruce-springsteen/my-oklahoma-home.html
http://www.woodyguthrie.org/Lyrics/This_Land.htm

Great Depression DBQ -
http://www.phschool.com/curriculum_support/brief_review/us_history/essay_questions/unit5.cfm

Simulation (A family’s dilemma)

Great Depression video interviews - http://www.stlouisfed.org/greatdepression/interviews.html

30 Days (Minimum Wage episode - E. Scott)

*Nickel & Dimed* (Barbara Ehrenreich)

Michael Moore’s *Capitalism: A Love Story*

Powerpoint Presentation on Causes of the Great Depression

Alan Brinkley Interview on Depression - http://www.pbs.org/fmc/interviews/brinkley.htm
60 Minutes documentary - poverty today
20/20 Documentary - Diane Sawyer - Appalachian Poverty
http://www.youtube.com/watch?v=6dXPuh15Vmc
Economic History website (overview) - http://eh.net/encyclopedia/article/parker.depression
Age of Lost Innocence (impact on children) - http://xroads.virginia.edu/~MA03/pricola/FSA/intro.html
Great Depression Compared to Today:
- http://www.nytimes.com/2009/04/02/garden/02depression.html?_r=2&8dpc

**Formative Assessments:**
Reading Quiz
Complete Venn Diagram/T-Charts
Reading Guide
Discussion and Debate
Primary Source Analysis tools
think-pair-share
exit cards, quizzes

**General Assessment:**  Unit Test

**The Great Depression and World War II (1929-1945)**

2. **New Deal**
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.

**Essential Questions:**
1. **Was the New Deal a Success or a Failure?**

2. **What is the proper role of the government in the economy (Laissez-Faire vs Keynes)?**

3. **How did the New Deal change American society?**

4. **How do different countries address global economic issues?**
   6.1.12.D.10.a
A. Civics, Government, and Human Rights
6.1.12.A.10.a Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

B. Geography, People, and the Environment
6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.

C. Economics, Innovation, and Technology
6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
6.1.12.C.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.

D. History, Culture, and Perspectives
6.1.12.D.10.a Analyze how other nations responded to the Great Depression.
6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.

Required Unit Objectives:
1. Using charts, graphs, and primary source documents, students will evaluate the successes and failures of the New Deal.
   RH.11-12.7

2. Using graphs, charts, video clips, Powerpoints, and primary source documents, students will formulate their own opinion on the proper role of government in the economy.
   RH.11-12.7

3. Students will determine how the New Deal changed American society by examining photographs, charts, personal narratives, and primary and secondary source documents.
   RH.11-12.2

4. Using multi-column charts, maps, and secondary source documents, students will compare the different policies countries use to handle global economic challenges.
**Required Resources:**
Charts and Graphs - showing impact of New Deal on economy:
- [http://www.fdrheritage.org/new_deal.htm](http://www.fdrheritage.org/new_deal.htm)
- [http://college.cengage.com/history/us/kennedy/am_pageant_brief/6e/instructors/protected/primary_sources/depression.htm](http://college.cengage.com/history/us/kennedy/am_pageant_brief/6e/instructors/protected/primary_sources/depression.htm)

New Deal Website for resources - [http://newdeal.feri.org/](http://newdeal.feri.org/)

FDR’s *First Inaugural Address* 1933: [http://millercenter.org/president/speeches#fdroosevelt](http://millercenter.org/president/speeches#fdroosevelt)

**Suggested Resources:**
EdSitement.NEH.gov
LOC.gov/teachers
Username: sampleteach, Password: Networks1


**History Channel Documentary** - *FDR: A Presidency Revealed*:
[http://www.youtube.com/watch?v=v3jWcS6pNxk](http://www.youtube.com/watch?v=v3jWcS6pNxk)

Fireside Chat audio clips / video clips / text:
[http://millercenter.org/president/speeches#fdroosevelt](http://millercenter.org/president/speeches#fdroosevelt)

FDR’s fireside chat on the banking crisis:
[http://millercenter.org/president/speeches#fdroosevelt](http://millercenter.org/president/speeches#fdroosevelt)

Political Cartoons from the era - [http://xroads.virginia.edu/~ma02/volpe/newdeal/cartoons.html](http://xroads.virginia.edu/~ma02/volpe/newdeal/cartoons.html)
- [http://www.nisk.k12.ny.us/fdr/FDRcartoons.html](http://www.nisk.k12.ny.us/fdr/FDRcartoons.html)

Charts and Graphs - showing impact of New Deal on economy:
- [http://www.fdrheritage.org/new_deal.htm](http://www.fdrheritage.org/new_deal.htm)
- [http://www.applet-magic.com/recovery.htm](http://www.applet-magic.com/recovery.htm)
- [http://college.cengage.com/history/us/kennedy/am_pageant_brief/6e/instructors/protected/primary_sources/depression.htm](http://college.cengage.com/history/us/kennedy/am_pageant_brief/6e/instructors/protected/primary_sources/depression.htm)


**ND - Success or Failure** - [http://www.historylearningsite.co.uk/New_Deal_success.htm](http://www.historylearningsite.co.uk/New_Deal_success.htm)


**Independent View on Success of New Deal** - [http://www.mondaymorningeconomist.com/FearEconomy.html](http://www.mondaymorningeconomist.com/FearEconomy.html)

The Century: America’s Time - Stormy Weather (on YouTube)
- [http://www.youtube.com/results?search_query=the+century+america%27s+time+stormy+weather&oq=the+century+america%27s+time+stormy+weather&gs_l=youtube.3..0l3.959.13545.0.13727.49.20.4.24.24.0.379.1467.12(3)0j16_0...0.0...1ac.ksSNXjm-WQM](http://www.youtube.com/results?search_query=the+century+america%27s+time+stormy+weather&oq=the+century+america%27s+time+stormy+weather&gs_l=youtube.3..0l3.959.13545.0.13727.49.20.4.24.24.0.379.1467.12(3)0j16_0...0.0...1ac.ksSNXjm-WQM)

The New Deal and Supreme Court opposition: [http://www.spartacus.schoolnet.co.uk/USAsupreme.htm](http://www.spartacus.schoolnet.co.uk/USAsupreme.htm)


Defenders & Critics of the New Deal:
Docs Teach Activity - New Deal: Revolution or Reform?  
http://docsteach.org/activities/5826/detail?mode=browse&menu=closed&era%5B%5D=the-great-depression-and-world-war-ii

*Freedom: A History of Us* lesson plans / teaching guides:  
http://www.pbs.org/wnet/historyofus/teachers/guides.html

Primary Resources (*Letters to Eleanor Roosevelt*):  
http://newdeal.feri.org/eleanor/index.htm

YouTube Documentary Clips (CCC, Government Promotional Video)  
*American Experience* Civilian Conservation Corps documentary:  
http://www.pbs.org/wgbh/amERICANexperience/features/teachers-resources/ccc-teacher-resource/

Where did the New Deal take place?  
http://docsteach.org/activities/74/detail?mode=browse&menu=closed&era%5B%5D=the-great-depression-and-world-war-ii

Student Research Project - New Deal projects in New Jersey  
Webquest on the New Deal:  
http://zunal.com/webquest.php?w=7558

New Deal in NJ first-person accounts:  
- http://newdeal.feri.org/hopkins/hop01.htm  
- http://newdeal.feri.org/opp/opp34248.htm

Reading Like a Historian Social Security Lesson:  

Global Impact/Perspectives on Great Depression  
- http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=462  
- http://history-world.org/great_depression.htm

Weimar Republic & the Great Depression:  
http://www.historylearningsite.co.uk/weimar_depression_1929.htm

Nazi Germany & the Great Depression:  
http://www.historyplace.com/worldwar2/riseofhitler/begins.htm

**Formative Assessments:**

Reading Quiz  
Complete Venn Diagram/T-Charts  
Reading Guide  
Discussion and Debate  
Primary Source Analysis  
Creative Presentation - 5 New Deal programs that still exist today and 5 proposed changes to programs that still exist  
Create Artwork that illustrates goals of New Deal (ie - poster/mural in style of time)

**General Assessment:** Unit Test
The Great Depression and World War II (1929-1945)

3. World War II

- 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.

**Essential Questions:**

1. **What should be the role of the US in international affairs?**

2. **What is the responsibility of government in protecting human rights?**

3. **Why and how do countries wage war?**

4. **How did the war affect American society and the World?**

**A. Civics, Government, and Human Rights**

6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.

6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.

6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.

6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.

6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

**B. Geography, People, and the Environment**

6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.

**C. Economics, Innovation, and Technology**

6.1.12.C.11.a Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production.

D. History, Culture, and Perspectives
6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
6.1.12.D.11.b 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.D.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.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Required Unit Objectives:
1. Using maps, cartoons, video clips, students will assess the effectiveness of US-Allied policies of Isolationism, Appeasement, and Interventionism.
   RH.11-12.9

2. Using personal narratives, photographs, video clips, guest speakers, students will evaluate US decisions to: drop the Atomic bombs, Intern Japanese-Americans, segregate the military, not intervene earlier in the Nazi Holocaust.
   RH.11-12.9

3. Students will compare and contrast the causes of war, strategies used, and role of technology in fighting World War 2 in Europe and Asia.

4. Using maps, photographs, video clips, Powerpoints, narratives, and speeches, students will determine the effect of World War 2 on American, European, and Asian societies.
   RH.11-12.7

Required Resources:
Charts and Graphs: http://www.nationalww2museum.org/
Political Cartoons from the era - http://apus-b.wikispaces.com/WWII-political+cartoons
Reading Like a Historian Japanese-American Internment documents
Historical Scene Investigation on the Atomic Bomb: [http://web.wm.edu/hsi/cases/bomb/bomb_teacher.html](http://web.wm.edu/hsi/cases/bomb/bomb_teacher.html)

**Suggested Activities/Resources:**

- **FDR’s *Quarantine Speech* 1937** - [http://millercenter.org/president/speeches/detail/3310](http://millercenter.org/president/speeches/detail/3310)
- **Franklin Roosevelt’s *War Message to Congress 1941***
- **Upfront article “A Grave Wrong”**
- **Yuri Kochiyama, “Then Came the War” (1991) primary document (no link, need hard copy)**
- **Children of the Camp - PBS Website - lots of resources** - [http://www.pbs.org/childofcamp/resources/index.html](http://www.pbs.org/childofcamp/resources/index.html)
- **The Bergen Record, “For Japanese-Americans, N.J. was refuge from bias” (no link - need hard copy)**
- **Newsweek article “War Without Mercy” (Pacific Theater)**

**Reading Like a Historian Atomic Bomb DBQ:**

- **Yamaoka Michiko, “Eight Hundred Meters from the Hypocenter” (1992) primary document** (Zinn’s *Voices of a People’s History of the United States*)
- **David M. Kennedy’s “Crossing the Moral Threshold”** - [http://www.time.com/time/magazine/article/0,9171,1086166,00.html](http://www.time.com/time/magazine/article/0,9171,1086166,00.html)
- **HBO Documentary *White Light, Black Rain*** - [http://www.youtube.com/watch?v=9dyV3Oc8Cuc](http://www.youtube.com/watch?v=9dyV3Oc8Cuc)
- **PBS documentary America & The Holocaust: Deceit and Indifference excerpts** - [http://www.pbs.org/wgbh/amex/holocaust/](http://www.pbs.org/wgbh/amex/holocaust/)
- **Arthur Schlesinger Jr. “Did FDR Betray the Jews?”**
- **PBS Documentary “The Tuskegee Airmen” and/or *Red Tails* (clips from movie)**
- **Website on Segregation in US Airforce** - [http://www.centuryofflight.net/Aviation%20history/WW2/US%20apartheid.htm](http://www.centuryofflight.net/Aviation%20history/WW2/US%20apartheid.htm)
- **Jim Crow and World War 2** - [http://worldwar2history.info/Army/Jim-Crow.html](http://worldwar2history.info/Army/Jim-Crow.html)
PBS Lessons on World War 2: [http://www.pbs.org/thewar/edu_lesson_plan.htm](http://www.pbs.org/thewar/edu_lesson_plan.htm)

Segregation During War - [http://memory.loc.gov/ammem/aaohtml/exhibit/aopart8.html](http://memory.loc.gov/ammem/aaohtml/exhibit/aopart8.html)

Segregation Video Clip - [http://www.youtube.com/watch?v=XVfhx17INic&feature=related](http://www.youtube.com/watch?v=XVfhx17INic&feature=related)

Documentary on Segregation - [http://www.youtube.com/watch?v=vGpP3mj6FrU&feature=related](http://www.youtube.com/watch?v=vGpP3mj6FrU&feature=related)

For Love of Liberty - DVD - Documentary on Black Soldiers in US History

Primary Source Documents (photographs, speeches, video, personal narratives, Diary of Anne Frank)

- [http://www.eyewitnesshistory.com/w2frm.htm](http://www.eyewitnesshistory.com/w2frm.htm) (Massive Collection - both sides)
- [http://www.everythingworldwar2.com/world_war_2_military_units/world_war_2_personal_accounts_personal_stories.html](http://www.everythingworldwar2.com/world_war_2_military_units/world_war_2_personal_accounts_personal_stories.html) (General)
- [http://www.thedropzone.org/index_back.html](http://www.thedropzone.org/index_back.html) (Paratrooper accounts - including Axis viewpoints)
- [http://www.military.com/Content/MoreContent1/?file=dday_index](http://www.military.com/Content/MoreContent1/?file=dday_index) (D-Day accounts)

World War 2 Photographs

- [http://www.ww2incolor.com/](http://www.ww2incolor.com/)


Primary source testimony for The Holocaust:

- [http://comingofagenow.org/](http://comingofagenow.org/)

Political Cartoons from the era

- [http://www.juxtapoz.com/Current/dr-seussss-wwii-political-cartoons](http://www.juxtapoz.com/Current/dr-seussss-wwii-political-cartoons) (Dr. Seuss Cartoons)

Maps of Europe and Asia (pre-during and post-war)

- [http://www.jewishvirtuallibrary.org/jsource/Holocaust/holomaptoc.html](http://www.jewishvirtuallibrary.org/jsource/Holocaust/holomaptoc.html) (Massive Collection)
- [http://www.lib.utexas.edu/maps/historical/history_ww2.html](http://www.lib.utexas.edu/maps/historical/history_ww2.html) (Massive Collection)
- [http://www.shlomohsherman.com/videos/mapofww2.html](http://www.shlomohsherman.com/videos/mapofww2.html) (Europe - key battles)
- [http://www.u-s-history.com/pages/h1693.html](http://www.u-s-history.com/pages/h1693.html) (Japanese Empire, 1942)
- [http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u8/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u8/index.html) (Animated Pacific Map)

The Century - America's Time (clips of key events):

- [http://www.youtube.com/watch?v=hYbu0CdJ87k&feature=relmfu](http://www.youtube.com/watch?v=hYbu0CdJ87k&feature=relmfu) (Over the Edge)
- [http://www.youtube.com/watch?v=RW9axwQ1z5U](http://www.youtube.com/watch?v=RW9axwQ1z5U) (Homefront)

Powerpoints (Nazi Aggression, Japanese Aggression, Japanese Atrocities, Propaganda, Hitler Paintings)

Homefront During WW2

- [http://www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/smithsonian_siyc_fall07.pdf](http://www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/smithsonian_siyc_fall07.pdf) (US)
US Propaganda Posters:
- [http://bss.sfsu.edu/internment/posters.html](http://bss.sfsu.edu/internment/posters.html)
- [http://staff.lib.muohio.edu/govdocs/](http://staff.lib.muohio.edu/govdocs/)
- [http://history1900s.about.com/library/photos/blyindexww2posters.htm](http://history1900s.about.com/library/photos/blyindexww2posters.htm)
- [http://www.signalalpha.com/Propaganda_Posters.html](http://www.signalalpha.com/Propaganda_Posters.html)
- [http://userpages.aug.com/captbarb/posters.html](http://userpages.aug.com/captbarb/posters.html)

International Propaganda Posters:
- [http://library.thinkquest.org/C011500/ww2/german/naziprop.htm](http://library.thinkquest.org/C011500/ww2/german/naziprop.htm) (German)

Speeches of Adolf Hitler:
- [http://www.youtube.com/watch?v=eGhdX1SJ3KY&skipconainter=1](http://www.youtube.com/watch?v=eGhdX1SJ3KY&skipconainter=1) (*Triumph of the Will*)
- [http://www.youtube.com/watch?v=PnUs5QODsLs](http://www.youtube.com/watch?v=PnUs5QODsLs)
- [http://www.youtube.com/watch?v=KqBEJweLV5s&feature=related](http://www.youtube.com/watch?v=KqBEJweLV5s&feature=related) (Election Speech, 1932)
- [http://www.worldfuturefund.org/wffmaster/Reading/Hitler%20Speeches/Hitler%20Key%20Speeches%20Index.htm](http://www.worldfuturefund.org/wffmaster/Reading/Hitler%20Speeches/Hitler%20Key%20Speeches%20Index.htm) (Texts of Speeches)

Abu Ghraib Documentaries (Standard Operation Procedure, Ghosts of Abu Ghraib, Taxi to Dark Side)

**Formative Assessments:**
- Reading Quiz
- Complete Venn Diagram/T-Charts
- Reading Guide
- Discussion and Debate (humans rights issues)
- Primary Source Analysis
- Map Quiz

**General - Unit Test on WW2**
Postwar United States (1945 to early 1970s)

4. Cold War

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

**Essential Questions:**

1. What were the causes of the Cold War?

2. How effective was the US policy of Containment during the Cold War?
   6.1.12.B.12.a, 6.1.12.C.12.a

3. How did the nuclear age shape new technologies and government economic policies?

4. How did Cold War conflicts impact American society?

5. What was unique about the Vietnam War?

**A. Civics, Government, and Human Rights**

6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.


**B. Geography, People, and the Environment**


**C. Economics, Innovation, and Technology**

6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.

6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.

6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.

D. History, Culture, and Perspectives
6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing counties affected international relations.
6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

Required Unit Objectives:
1. Using Yalta Conference, a map of Europe (1945), and Primary Documents (such as Churchill's Iron Curtain Speech, the Truman Doctrine, the Long Telegram, and/or Warsaw Pact), students will determine the primary causes of the Cold War.
   RH.11-12.3

   6.1.12.B.12.a, 6.1.12.C.12.a
   RH.11-12.7

3. Using video clips and photos of Cold War weapons systems, Sputnik, and Space Exploration, students will assess how the nuclear age led to increased defense spending, weapons of mass destruction, and technological advances
   RH.11-12.2

4. Students will examine the psychological and cultural impact of the Cold War on US Society, using video clips (Duck and Cover, Bomb Shelters, McCarthy Hearings, Atomic Cafe).
   RH.11-12.7

5. Using soldiers' letters home (Dear America HBO, Primary Documents), film footage of the war (Vietnam in HD), clips from Hollywood films (We Were Soldiers, Platoon), Powerpoints, photos, political cartoons, clips of media coverage (Tom Brokaw's 1968), antiwar literature and music, students will determine what made the Vietnam War unique.
**Required Resources:**
Excerpts from Winston Churchill’s “Iron Curtain” speech: [http://www.historyguide.org/europe/churchill.html](http://www.historyguide.org/europe/churchill.html)
Excerpts from Reagan’s “Tear down this wall” speech - [http://www.historyplace.com/speeches/reagan-tear-down.htm](http://www.historyplace.com/speeches/reagan-tear-down.htm)
Political Cartoons from the era: [https://sites.google.com/site/cldwarproject/political-cartoons](https://sites.google.com/site/cldwarproject/political-cartoons)
Burt the Turtle Civil Defense cartoon - [http://www.youtube.com/watch?v=IKqXu-5jw60](http://www.youtube.com/watch?v=IKqXu-5jw60)
Vietnam First-Person Accounts - [http://www.loc.gov/vets/stories/](http://www.loc.gov/vets/stories/)

**Suggested Resources/Activities:**
Website of Resources - [http://www.spartacus.schoolnet.co.uk/REVhistoryCOLD3.htm](http://www.spartacus.schoolnet.co.uk/REVhistoryCOLD3.htm)
The Truman Doctrine: [http://millercenter.org/president/speeches/detail/3343](http://millercenter.org/president/speeches/detail/3343)
George Kennan’s “Sources of Soviet Conduct” (published version of “Long Telegram”) - [http://www.historylearningsite.co.uk/warsaw_pact.htm](http://www.historylearningsite.co.uk/warsaw_pact.htm)
Warsaw Pact Overview - [http://www.historylearningsite.co.uk/warsaw_pact.htm](http://www.historylearningsite.co.uk/warsaw_pact.htm)
Warsaw Pact document - [http://avalon.law.yale.edu/20th_century/warsaw.asp](http://avalon.law.yale.edu/20th_century/warsaw.asp)
Interactive Map of Cold War Events in Europe - [http://www.spartacus.schoolnet.co.uk/2WWyalta.htm](http://www.spartacus.schoolnet.co.uk/2WWyalta.htm)
Yalta Conference - Overview and Primary Documents - [http://www.spartacus.schoolnet.co.uk/2WWyalta.htm](http://www.spartacus.schoolnet.co.uk/2WWyalta.htm)
HUAC’s 100 Things You Should Know About Communism in the USA - [http://www.spartacus.schoolnet.co.uk/2WWyalta.htm](http://www.spartacus.schoolnet.co.uk/2WWyalta.htm)
- [http://www.youtube.com/watch?v=e4LZsDq5Sfk&feature=related](http://www.youtube.com/watch?v=e4LZsDq5Sfk&feature=related) (Murrow and McCarthy)
McCarthyism Movie Clips (Guilty By Suspicion; Goodnight and Good Luck) - [http://www.youtube.com/watch?v=PTwDUpbQHJs](http://www.youtube.com/watch?v=PTwDUpbQHJs)
Paul Robeson’s Unread Statement before the House Committee on Un-American Activities 1956 - [http://www.youtube.com/watch?v=PTwDUpbQHJs](http://www.youtube.com/watch?v=PTwDUpbQHJs)
*The Final Letter from Ethel and Julius Rosenberg to Their Children* (1953)
Space Race:
- [http://www.nebraskastudies.org/0900/frameset_reset.html](http://www.nebraskastudies.org/0900/frameset_reset.html) (Documents)
- [http://airandspace.si.edu/exhibitions/gal114/](http://airandspace.si.edu/exhibitions/gal114/) (Smithsonian Exhibit of space vehicles)
- [http://www.history.com/topics/space-race/videos#the-space-race](http://www.history.com/topics/space-race/videos#the-space-race) (Video Clip)
- [http://www.pbs.org/wgbh/novavm/space-race/history.html](http://www.pbs.org/wgbh/novavm/space-race/history.html) (Timeline)
Nuclear Arms Website - [http://www.undergroundbombshelter.com/](http://www.undergroundbombshelter.com/)
Fallout Shelters
- [http://www.youtube.com/watch?v=Zgyp4HgNU](http://www.youtube.com/watch?v=Zgyp4HgNU) (Video of 1950s clip on Living in a Fallout Shelter)
Edsitement’s lesson plan “The Korean War: “Police Action” 1950-1953:
Korean War Overview website - http://www.history.com/topics/korean-war
Korean War First-Person Accounts
- http://oralhistory.rutgers.edu/military-history/29-conflict-index/171-korean-war-index (Interviews)
Cold War Conflict Movie Clips (13 Days, Platoon, We Were Soldiers, Path to War, Dr. Strangelove, Full Metal Jacket, Born on 4th of July, Deer Hunter)
Political Cartoons from the era
- http://apus-b.wikispaces.com/post+war+foreign+political+cartoons (General)
- http://www.eastconn.org/tah/McCarthyismPolitical%20CartoonsHerb%20Block.pdf (McCarthyism)
- http://multimedialearningllc.wordpress.com/tag/cold-war-propaganda/ (Cartoons and other resources)
DBQ on Impact of Cold War http://www.historyteacher.net/USProjects/DBQs2001/Cold_War-1946-Utz.htm
Cold War Photographs
- http://www.coldwar.org/museum/photo_gallery.asp (General)
- http://pinterest.com/diefenbunker/cold-war-photography/ (General)
- http://www.history.com/topics/domino-theory/photos# (Vietnam)
- http://news.bbc.co.uk/2/shared/spi/hi/picture_gallery/05/in_pictures_the_vietnam_war_/html/1.stm (Vietnam)
- http://www.time.com/time/photogallery/0,29307,1818500,00.html (Government Nuclear Bunker)
JFK’s Inaugural Address 1961: http://www.americanrhetoric.com/speeches/jfkinaugural.htm
Excerpts from JFK’s radio & television speech on the Cuban Missile Crisis
- http://www.youtube.com/watch?v=bOnY6b-qy_8 (video)
Cuban Missile Crisis - PBS Documentary - “At the Brink”
Defcon 2: Cuban Missile Crisis (History Channel Documentary)
U.S. News & World Report’s “One Minute to Midnight” by Michael Dobbs
NY Times Book Review – “One Minute to Midnight” by Michael Dobbs
Photographs of Cuban Missile Crisis - http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/photos.htm
Stanford History Education Group’s Cuban Missile Crisis lesson plan:

Music of the Vietnam Era: “Lyndon Johnson Told the Nation” / “Eve of Destruction” / “Ballad of the Green Berets” / “Born in the USA” / “Bring ‘Em Home” / “Where Have All the Flowers Gone?” / “Draft Dodger Rag” / “I Feel Like I’m Fixing to Die Rag” / Vietnam / We’ve Got To Get Out of This Place”

**Vietnam Declaration of Independence**

Maps of Vietnam
- [http://www.english.illinois.edu/maps/vietnam/maps.htm](http://www.english.illinois.edu/maps/vietnam/maps.htm) (Diverse maps)
- [http://www.lib.utexas.edu/maps/vietnam.html](http://www.lib.utexas.edu/maps/vietnam.html) (Massive Collection)
- [http://cybersarges.tripod.com/aospraymap.html](http://cybersarges.tripod.com/aospraymap.html) (Map of where Agent Orange was used)


The Century - America's Time (clips)

Powerpoints (Cold War Overview, Vietnam,Vietcong)

Vietnam Political Cartoons
- [http://edocs.lib.sfu.ca/cgi-bin/Cartoons?SubjectID=977](http://edocs.lib.sfu.ca/cgi-bin/Cartoons?SubjectID=977)
- [http://civilianmilitaryintelligencegroup.com/6036/vietnam-war-political-cartoons](http://civilianmilitaryintelligencegroup.com/6036/vietnam-war-political-cartoons)

Vietnam First-Person Accounts
- [http://oralhistory.rutgers.edu/military-history/29-conflict-index/170-vietnam-war-index](http://oralhistory.rutgers.edu/military-history/29-conflict-index/170-vietnam-war-index) (Interviews)
- [http://www.vietvet.org/letters.htm](http://www.vietvet.org/letters.htm) (Letters from the Front)

Guest Speakers - Veterans of Korea, Vietnam

**YouTube Clips (Bert the Turtle Civil Defense Film 1951 “Duck and Cover”)**

Excerpts of **Vietnamese Declaration of Independence** 1945


Stanford History Education Group’s **Tonkin Gulf Resolution** 1964:
[http://sheg.stanford.edu/upload/Lessons/Unit%2011_Cold%20War/Gulf%20of%20Tonkin%20Resolution%20Lesson%20Plan.pdf](http://sheg.stanford.edu/upload/Lessons/Unit%2011_Cold%20War/Gulf%20of%20Tonkin%20Resolution%20Lesson%20Plan.pdf)

LBJ’s **Message to Congress** August 5, 1964: [http://avalon.law.yale.edu/20th_century/tonkin-g.asp](http://avalon.law.yale.edu/20th_century/tonkin-g.asp)

“Our Country, Right or Wrong: Defending the Vietnam War” by Joseph E. Sintoni

Stanford History Education Group’s Anti-Vietnam War Movement Lesson Plan:

Excerpts from MLK’s “Beyond Vietnam” (1967)

**Muhammad Ali Speaks Out Against the Vietnam War (1966)**

John Kerry’s Senate Foreign Relations Committee Testimony 1971: [http://www.youtube.com/watch?v=zlNuwFaAUCI](http://www.youtube.com/watch?v=zlNuwFaAUCI)

**Upfront** article “Vietnam: The War That’s Still With Us”

**Upfront** Article on My Lai Massacre

Larry Colburn’s “They Were Butchering People” (2003) (no link, need hard copy)
Choices Materials - Brown University - Limits of Power (see Bob Jones)
Audio Recording of Kent State Massacre: http://www.youtube.com/watch?v=Mid-j9Ki49s

*USA Today*’s “1970 Kent State shootings are an enduring history lesson”

**Upfront Article** - Fall of Siagon

McCarthyism Simulation

Vietnam Round Table Historical Figures Simulation

McCarthyism Website - Witch Hunt or Red Menace

Cold War Lesson - Ideological Foundations of the Cold War

Cold War Lesson - The Cold War and Beyond

Reading Like a Historian--Who Started The Korean War


Vietnam Lesson - Opposing Views on the Vietnam War

Teaching About the Vietnam War using the perspective of the Vietnamese

**Formative Assessments:**

Reading Quiz, Map Quiz

Complete T-Charts - Communism vs Democratic-Capitalism

Reading Guide

Discussion and Debate (humans rights issues - related to US war crimes/Communist country violations)

Primary Source Analysis

Creative Writing - Letters Home from the Front, Letters from Vietcong

**General:** Unit Test on Cold War

**Postwar United States (1945 to early 1970s)**

5. Civil Rights and Social Change

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.

**Essential Questions:**

1. How did state and federal laws and court decisions lead to the expansion of Civil Rights in post 1945 America?

2. How did continuing social injustices in the US spur national mass reform movements after World War 2?

3. What strategies were used to achieve social change and how effective were they?

4. How did economic changes affect US society and government policy?
5. How did changing social attitudes affect US policy towards the rest of the world in the postwar era?


A. Civics, Government, and Human Rights

6.1.12.A.13.a Analyze 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 Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities.


B. Geography, People, and the Environment

6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.


C. Economics, Innovation, and Technology

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

6.1.12.C.13.b Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.

6.1.12.C.13.c Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.


D. History, Culture, and Perspectives

6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

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

6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

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

6.1.12.D.13.e Explain why the Peace Corps was created and how its role has evolved over time.

6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.
Required Unit Objectives:
1. Using video clips from “Eyes on the Prize”, Powerpoints on the Civil Rights Movement and Women’s Movement, excerpts from key laws and court decisions (Brown vs. Board of Ed decision, Title IX legislation, NJ Anti-Discrimination Laws), and lyrics from Ballad of Birmingham, students will assess how state and federal laws and court decisions lead to the expansion of Civil Rights in post 1945 America.

RH.11-12.7

2. Using photos of Lynching, Powerpoints about Racial Discrimination (Jim Crow laws, La Raza movement, AIM), Video Clips from key documentaries (Eyes on the Prize, Freedom Riders, Murder of Emmett Till) excerpts from key documents/speeches (Ballots or Bullets, Letter from a Birmingham Jail, Feminine Mystique, Silent Spring), and/or Langston Hughes’ “Refugee in America”, students will determine how continuing social injustices in the US spurred national mass reform movements after World War 2.

RH.11-12.9

3. Students will assess the different strategies used to achieve social change by writing a response to a Document Based Question that requires them to compare the approaches of Malcolm X and Martin Luther King.

RH.11-12.6
WHST.11-12.1

4. Using clips from The Century - America’s Time (about Great Society, Post-War Consumer Boom), Charts of Economic Indicators, Lyrics from the song “Little Boxes”, and /or a Comic Book about Monetary vs Fiscal Policy, students will determine how economic changes affect US society in the post World War 2 period and assess the effectiveness of government policies to try to solve economic problems.

RH.11-12.7

5. Using JFK’s Executive Order 10924 (creating Peace Corps) and first-person accounts of volunteers, students will assess how changing social attitudes about US global leadership affected US policy towards the rest of the world in the post-war era.

RH.11-12.1

Required Resources:
Primary Source Documents (such as Brown v Board of Ed ruling, "I Have a Dream," Letter from a Birmingham Jail, Ballots or Bullets Malcolm X speech, Black Like Me excerpt, Feminine Mystique


Movie clips (such as Mississippi Burning, Malcolm X, Freedom Writers, American History X),

YouTube clips (such as MLK’s I Have a Dream Speech, LBJ’s speech on signing the Civil Rights Act into law, or Malcolm X’s Ballots or Bullets, etc)

Documentary excerpts (such as Eyes on the Prize – w/ Teacher Resource Book (Emily), Emmett Till, Freedom Riders, Citizen King, American Century, A Time for Justice, Prom Night in Mississippi),


Political Cartoons
- http://hti.osu.edu/opper/lesson-plans/the-civil-rights-movement - Civil Rights
- http://politicalhumor.about.com/od/gaymarriage/ig/Gay-Marriage-Cartoons/Straight-vs--Gay.0BxG.htm - Gay Rights

Suggested Resources/Activities:

Excerpts from Supreme Court decision: Plessy v. Ferguson 1896
Websites on Plessy vs Ferguson
- http://www.pbs.org/wnet/jimcrow/stories_events_plessy.html
Lynching Photo Website - http://withoutsanctuary.org/

Excerpts from Supreme Court decision: Brown v. Board of Education
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Webiste on Brown vs Board of Education

MLK’s “Letter from a Birmingham Jail”: http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

MLK’s “I Have Dream” speech:
http://www.americanrhetoric.com/speeches/mlkihaveadream.htm

Excerpts from Malcolm X’s “The Ballot or Bullet” speech 1964:
http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html

Excerpts from LBJ’s “We Shall Overcome” speech 1965:
http://www.americanrhetoric.com/speeches/lbjweshallovercome.htm

Excerpts from JFK’s Address on Civil Rights June 1963:
http://www.americanrhetoric.com/speeches/jfkcivilrights.htm

Time magazine - “A Slow Road to Civil Rights” by Robert Dallek

Excerpts from ground-breaking books - such as Black Like Me, Feminine Mystique, and Silent Spring

Black Panther Platform - http://history.hanover.edu/courses/excerpts/111bppp.html

Langston Hughes’ “Harlem” 1951: http://www.poetryfoundation.org/poem/175884

Civil Rights Maps
Civil Rights Websites
- [http://www.besthistorysites.net/index.php/american-history/1900/civil-rights](http://www.besthistorysites.net/index.php/american-history/1900/civil-rights) (List of Resources)
- [http://www.history.com/interactives/black-history/timeline](http://www.history.com/interactives/black-history/timeline) (Full History)

Excerpts from Anne Moody’s *Coming of Age in Mississippi* (1968)
Testimony of Fannie Lou Hamer 1964 (Zinn Reader)

Stanford History Education Group’s Montgomery Bus Boycott lesson plan:

Stanford History Education Group’s Civil Rights Act of 1964:

Historical Scene Investigation’s School Desegregation Case:
[http://web.wm.edu/hsi/cases/segregation/segregation_teacher.html](http://web.wm.edu/hsi/cases/segregation/segregation_teacher.html)

Movie Clips (*Mississippi Burning, Malcolm X, Freedom Writers, American History X*)

Political Cartoons
- [http://hti.osu.edu/opper.lesson-plans/the-civil-rights-movement](http://hti.osu.edu/opper.lesson-plans/the-civil-rights-movement) - Civil Rights
- [http://politicalhumor.about.com/od/gaymarriage/ig/Gay-Marriage-Cartoons/Straight-vs--Gay.0BxG.htm](http://politicalhumor.about.com/od/gaymarriage/ig/Gay-Marriage-Cartoons/Straight-vs--Gay.0BxG.htm) - Gay Rights
- [http://www.humanities.uci.edu/history/uchp/resources/11th%20grade%20for%20website/11.5%20and%2011.10%20HOT%20Equal_Rights.pdf](http://www.humanities.uci.edu/history/uchp/resources/11th%20grade%20for%20website/11.5%20and%2011.10%20HOT%20Equal_Rights.pdf) - Women’s Rights

Poem “Refugee in America” by Langston Hughes

Documentaries - *(Eyes on the Prize, Emmett Till, Freedom Riders, Citizen King, American Century, A Time for Justice, Prom Night in Mississippi, PBS’ Freedom Riders)*

DBQ on Civil Rights Strategies - [Malcolm X vs. Martin Luther King](http://www.southernpoorlawcenter.org/educationalresources/otherresources/dbqproject.html) (History Alive; The DBQ Project)


Music of the Civil Rights Movement: “Those Three Are On My Mind” / “We Shall Overcome” / “Here’s to the State of Mississippi” / “Abraham, Martin & John”

NJ Anti-Discrimination Laws
- [http://www.nj.gov/oag/dcr/accom.html](http://www.nj.gov/oag/dcr/accom.html) - Website
- [http://www.nj.gov/oag/dcr/law.html#LAD](http://www.nj.gov/oag/dcr/law.html#LAD) - Website

The Century - America's Time (clips from episodes *Poisoned Dreams* and *Unpinned*)

Powerpoints (Civil Rights, Martin Luther King Jr, Malcolm X)

Guest Speakers - Civil Rights Activists

Article on "Black Like Me" - [John Howard Griffin](http://www.loc.gov/rr_bias/1997/interface/tt1997/116.html) (no link, need hard copy)

*A Time for Justice* - Video & Teacher's Guide (Southern Poverty Law Center)

Comic Book on Economic Policy - Fiscal Flash vs Monetary Man (no link - for hard copy see Jones)

Economics of the 1960s - Website
Economics of 1960s-70s - Website
Economic Chart - Manufacturing -
http://americaneconomicalert.org/charting_economy.asp?Prod_ID=2215
Economic Chart - Unemployment - http://data.bls.gov/pdq/SurveyOutputServlet
Executive Order 10924 - Creating Peace Corps

First-person accounts of Peace Corps Volunteers
- http://www.peacecorps.gov/learn/whatlike/ownwords/ - Website
- http://wws.peacecorps.gov/wws/stories/section.cfm?sid=1 - Website
- http://www.thirdgoal.org/list/best/story/ - Website


Self-Determination of Free People - AIM founding document

Little Boxes lyrics - http://people.wku.edu/charles.smith/MALVINA/mr094.htm

Powerpoints on La Raza and American Indian Movement

Civil Rights Act of 1964
- http://www.judiciary senate.gov/about/history/CivilRightsAct.cfm - Website
- http://uspolitics.about.com/od/usgovernment/a/civilRights_act.htm - Website
- http://millercenter.org/president/speeches/detail/3525 (Comments of LBJ upon signing Act)

Voting Rights Act of 1965
- http://www.justice.gov/crt/about/vot/intro/intro_b.php - Website
- http://archive.fairvote.org/?page=1327 (Full Text)

Equal Rights Amendment 1972
- http://www.equalrightsamendment.org/era.htm - Website
- http://memory.loc.gov/ammem/awhhtml/aw03e/aw03e.html - Website

Title IX
- http://www.titleix.info/History/History-Overview.aspx - Website
- http://www2.ucsc.edu/title9-sh/titleix.htm - Website
- http://www.now.org/issues/title_ix/index.html - Website

Roe vs. Wade
- http://www.ushistory.org/us/57d.asp - Website
- http://www.pbs.org/wnet/supremecourt/rights/landmark_roe.html - Website


Oral History Project – Interview Female Family About Women’s Issues

T-Chart: Gender Roles Male v. Female

Analysis of Women’s Portrayal in Pop Culture – 50’s-Present (Advertising)

Research Worst Pollution Sites in NJ
Article from Time magazine - "The 10 most Polluted Places"

A Survey of the Women’s Lib Movement

Closing the Salary Gap

Using The Lorax to teach about Environmentalism

Lesson Plans on the Impact of the Growing World Population

Segregation: From Jim Crow to Linda Brown - Website

Baseball, Race Relations, and Jackie Robinson - Website

Teaching w/Documents:The Civil Rights Act of 1964 and Equal Employment Opportunity Commission

Competing Voices of the Civil Rights Movement - Website

Multiple Lessons on Martin Luther King, Jr. - http://mlk-kpp01.stanford.edu/


MLK and the Power of Nonviolence - Website

"Whitewashing" History--Revisionist History re the Civil Rights Movement, NYTimes Article


**Formative Assessments:**

Reading Quiz

Complete Venn Diagram Comparing - MLK vs Malcolm X

Discussion and Debate (can you legislate social change)

Primary Source Analysis

Map Quiz

Creative Writing - Post-Card Activity

**General**

Unit Test on Civil Rights and Social Change

**Contemporary United States (1970-Today)**

**6. Domestic Policies**

- 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.

**Essential Questions:**

1. How has the role of the government changed since 1970, including local, state, and federal government?
2. How has the nation become more politically polarized since the 1970s, especially with the changing role of the media and the rise of political action groups?


3. How has the US dealt with the continuing struggle to balance individual rights and national security since 1970?


4. How have demographic changes since 1970 affected how people live and the environment?


5. What is the proper role of the government in the economy and how does government policy affect economic and manufacturing trends?


6. How have social and labor movements affected multicultural American society since 1970?


A. Civics, Government, and Human Rights

6.1.12.A.14.a 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.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies

6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.g Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

B. Geography, People, and the Environment

6.1.12.B.14.a 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.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

C. Economics, Innovation, and Technology
6.1.12.C.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.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
6.1.12.C.14.c 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.
6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

D. History, Culture, and Perspectives
6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Required Resources:
Reagan's Inauguration Speech - 1981- http://www.youtube.com/watch?v=hpPt7xGx4Xo (Video)
Red/Blue State divide:- http://www.beyondintractability.org/casestudy/malek-red (Overview Article)
Anti-Patriot Act Web Sites - www scn.org/ccapa/pa-vs-const.html (Chart Compares Patriot Act & Constitution)

Suggested Resources:
Nixon's Inauguration Speech -1969 - (New Federalism)
- http://www.youtube.com/watch?v=zjFZIFXnrNs (Video)
Nixon's State of the Union Speech - 1970 - EPA/OSHA
- http://www.youtube.com/watch?v=7QU2EDgnl (Video)

Excerpts from Testimonials during the Watergate Hearings
- http://www.youtube.com/watch?v=CLUzXbG6UQ (Video - Intro to Hearings)
- http://www.youtube.com/watch?v=cVdsMJnEg (Video - John Dean Opening statements)
- http://www.youtube.com/watch?v=cYGWvHr3y9I (Video - Dean on Prostitutes, Muggings, Kidnappings)
- http://www.youtube.com/watch?v=MeQXopJ5U-Q (Video - Secret Tapes First Revealed)

Watergate Overview
- http://watergate.info/ (Great Website for Overview and Resources)

Nixon’s Resignation Speech - 1973
- http://www.pbs.org/newshour/character/links/nixon_speech.html (Text)
- http://www.youtube.com/watch?v=Rhl1xRUX8UI (Video)

History Channel Documentaries
- Nixon: A Presidency Revealed
- American Experience Episodes - Nixon: A Presidency Revealed

American Experience Episodes - Reagan: A Presidency Revealed
- http://www.pbs.org/wgbh/americanexperience/features/general-article/reagan-domestic/ (PBS Site)

War Powers Act
- http://avalon.law.yale.edu/20th_century/warpower.asp (Full Text)
- http://www.loc.gov/law/help/war-powers.php (Explanation)

Carter’s Crisis of Confidence Speech - 1979
- http://www.pbs.org/wgbh/amERICANEXPERIENCE/features/primary-resources/carter-crisis/ (Text)
- http://www.youtube.com/watch?v=KCOd-qWZB_g&feature=related (Video)

Reagan’s Inauguration Speech - 1981
- http://www.youtube.com/watch?v=hpPt7xGx4Xo (Video)
- http://www.pbs.org/wgbh/amERICANEXPERIENCE/features/general-article/reagan-domestic/ (PBS Site)

Reagan’s Morning in America TV Ad - http://www.youtube.com/watch?v=EU-IBF8nwSY
American Experience episode on Reagan Presidency
- [http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB210/index.htm](http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB210/index.htm) (Website - Resources)

Gloria Steinem Speeches
- [http://voicesofdemocracy.umd.edu/steinem-testimony-speech-text/](http://voicesofdemocracy.umd.edu/steinem-testimony-speech-text/) (Text - Testimony on ERA)

Phyllis Schlafly
- [http://jackiewhiting.net/Women/Power/Schlafly.htm](http://jackiewhiting.net/Women/Power/Schlafly.htm) (Power of Positive Woman article by Schlafly)
- [http://www.latimes.com/news/opinion/commentary/la-op-schafly8apr08,0,915647.story](http://www.latimes.com/news/opinion/commentary/la-op-schafly8apr08,0,915647.story) (Article by her)

Clips from important MOVIES (Norma Rae, Milk, Remember the Titans, Erin Brockovich, Civil Action, Recount)

Harvey Milk Speeches
- [http://www.danaroc.com/guests_harveymilk_122208.html](http://www.danaroc.com/guests_harveymilk_122208.html) (Hope Speech - Text)
- [http://theoracleinstitute.org/oracle-omnibus-issue-8](http://theoracleinstitute.org/oracle-omnibus-issue-8) (Neighborhoods Speech - Text)

Milton and Rose Friedman's "Free to Choose"

"Love Canal, My Story" - Excerpts from Lois Gibbs' book

Environmental Website - [http://scorecard.goodguide.com/](http://scorecard.goodguide.com/)

The Century - America's Time (clips about Busing/Integration and Watergate Investigation)

Music from 1970s-Today, including the rise of Disco, Punk, Rap, Heavy Metal, Grunge

Parents Music Resource Center article (no link, need hard copy)

Clips from TV Shows 1970s-Today (All in the Family, Soap, Family Guy, Cosby Show, Murphy Brown, LA Law first gay kiss episode, Ellen Degeneres TV show - coming out - 1997, Will and Grace, the Simpsons, West Wing)

Boy Scouts of America v Dale (gay rights case)

"Teaching Tolerance" Website - [www.tolerance.org](http://www.tolerance.org) (from Southern Policy Law Center)

Clean Air Act
- [http://epa.gov/oar/caa/caa_history.html](http://epa.gov/oar/caa/caa_history.html) (Website - Overview)
- [http://www.epa.gov/air/peg/pdfs/peg.pdf](http://www.epa.gov/air/peg/pdfs/peg.pdf) (Plain English Guide)

Clear Water Act
- [http://www.epa.gov/lawsregs/laws/cwa.html](http://www.epa.gov/lawsregs/laws/cwa.html) (Website - Overview)
- [http://epw.senate.gov/water.pdf](http://epw.senate.gov/water.pdf) (Full Text)

Endangered Species Act
Bill Clinton's New Covenant Speech
- http://www.4president.org/speeches/billclinton1992acceptance.htm (Full Text)
- http://www.youtube.com/watch?v=8EXNrdzwB4M (Video)

Jesse Jackson's "Keep Hope Alive" speech
- http://www.youtube.com/watch?v=UyR_dGpYXXA (Video)

YouTube Clips of Clinton Impeachment proceedings

Robert Bork - Supreme Court nominee - Senate Approval Hearings

Clarence Thomas - Supreme Court nominee - Senate Approval Hearings

Nat Geo Special on LA Riots (Video)

Nat Geo Special on OJ Simpson Trial (Video)


P.A.T.R.I.O.T. Act
- http://www.fincen.gov/statutes_regs/patriot/index.html (Website)
- http://www.justice.gov/archive/ll/highlights.htm (Website)

Anti-Patriot Act Web Sites
- www.scn.org/ccapa/pga-vs-const.html (Compares Patriot Act to Constitution)
- http://www.aclu.org/reform-patriot-act (American Civil Liberties Union website)
- http://epic.org/ (Electronic Privacy website)

Imperial Presidency
- http://civilliberty.about.com/od/waronterror/p/imperial101.htm (Overview)
- http://www.govexec.com/federal-news/2006/02/imperial-presidency-has-long-history/21214/ (Overview)
- http://www.cato.org/pubs/pas/pa-389es.html (Clinton as Imperial President)
- http://articles.latimes.com/1997/dec/07/opinion/op-61541/2 (End of Imperial Pres?)
- http://www.pbs.org/newshour/bb/white_house/jan-june06/power_01-02.html (Discussion Transcript)

Rise of Referendum/Proposition Politics
- http://www.iandrinstitute.org/Quick%20Fact%20-%20What%20Is%20I%26R.htm (Key Definitions)
- http://usgovinfo.about.com/od/thepoliticalsystem/a/The-Ballot-Initiative-Process.htm (Overview)
Conservative Revival:
- Jerry Falwell’s “Listen America” speech -1980 (Full Text)
- http://www.cc.org/america039s_path_progress_our_platform (Christian Coalition Platform)
- http://conservative.org/about-acu/history/ (History of Conservatism - 1960s-Present)

Immigration and Nationality Act of 1965
- http://library.uwb.eduguides/usimmigration/79%20stat%20911.pdf (Full Text of Law)

Abelardo Delgado's Poem - Stupid America

Oklahoma City Bombing:
- http://history1900s.about.com/cs/crimedisaster/p/okcitybombing.htm (Overview)
- http://www.youtube.com/watch?v=tuqTgwzf1WU&feature=related (Documentary)
- http://www.youtube.com/watch?v=qIr8bVwzEx0&feature=related (Biography on McVeigh - Video)
- http://www.cbsnews.com/video/watch/?id=7380260n (60 Minutes Interview )

Arizona Immigration Law (SB 1070)
- http://www.azleg.gov/legtext/49leg/2r/bills/sb1070s.pdf (Full Text)
- http://www.usnews.com/debate-club/is-arizonas-sb-1070-immigration-law-constitutional (Different Views)

Human Rights Watch website - www.hrw.org

2000 Presidential Election
http://www.usconstitution.net/elec2000.html (Constitution Website)
http://www.infoplease.com/ipa/A0884144.html (Chronology)
http://www.factcheck.org/2008/01/the-florida-recount-of-2000/ (Overview)
http://www.youtube.com/watch?v=jHK1-LA8zEU (Video)

Lobbying
http://www.scu.edu/ethics/practicing/focusareas/government_ethics/introduction/lobbying.html (Overview)
http://userwww.sfsu.edu/~westhoff/Lobbyists.pdf (Book Review)
http://www.youtube.com/watch?v=CHiicN0Kg10&feature=related (Abramoff - 60 Minutes)
http://www.youtube.com/watch?v=0EK98e11Po0&feature=related (Jack Abramoff Interview - Video)

Citizens United Supreme Court Decision
http://www.law.cornell.edu/supct/html/08-205.ZS.html (Full Text)
http://bostonreview.net/BR35.5/lessig.php (Criticism)

American Recovery and Reinvestment Act (bailout)
http://www.recovery.gov/about/pages/the_act.aspx (Government Website)
http://www.irs.gov/newsroom/article/O_id=204335,00.html (Website - Specifics)
http://www.humblelibertarian.com/2009/02/7-reasons-stimulus-package-will-be-bad.html (Criticism)
http://www.gpo.gov/fdsys/pkg/BILLS-111hr1enr/pdf/BILLS-111hr1enr.pdf (Full Text)

American Recovery and Reinvestment Act (bailout)
http://www.recovery.gov/about/pages/the_act.aspx (Government Website)
http://www.irs.gov/newsroom/article/O_id=204335,00.html (Website - Specifics)
http://www.humblelibertarian.com/2009/02/7-reasons-stimulus-package-will-be-bad.html (Criticism)
http://www.gpo.gov/fdsys/pkg/BILLS-111hr1enr/pdf/BILLS-111hr1enr.pdf (Full Text)

Auto Bail Out
http://bigthreeauto.procon.org/view.resource.php?resourceID=2026 (Pro/Con Website)

Powerpoints, Maps, Charts, Graphs

Occupy Wall Street- http://occupywallst.org/about/ (Group Website)
Occupy Wall Street - Washington Post Article

Red State/Blue State divide:
http://www.beyondintractability.org/casestudy/malek-red (Overview Article)

Health Care Reform - Town Hall Meetings Turn Violent

US Demographic Changes
http://www.fas.org/sgp/crs/misc/RL32701.pdf (Charts, Graphs, Overview)
Objectives:

1. Using primary and secondary sources about the War Powers Act, the Watergate Scandal, the Rise of Lobbying, the Use of Referendums, the Impeachment of President Clinton, and Citizens United S. Court Case, students will determine the extent of the changing role of government starting in the 1970s that continues today.


   RH.11-12.7

2. Students will assess the degree to which the US became more politically polarized since the 1970s, by examining political cartoons, songs, video clips, from TV shows (ie - from All in the Family, Murphy Brown, LA Law), YouTube Clips of key events (ie - Clinton Impeachment hearings,
Senate hearings for Robert Bork/Clarence Thomas, LA Riots, OJ Simpson Trial, Tea Party, Occupy Wall Street), websites, and current events articles.
RH.11-12.7

3. Students will assess how well the US has upheld individual rights in the face of national security concerns since 1970, using the Constitution, the Patriot Act, excerpts from Milton/Rose Friedman's "Free to Choose" and the Libertarian Party Platform.
RH.11-12.8

4. Through an examination of various sources, such as Immigration and Nationality Act of 1965, Arizona Immigration Law (SB 1070), the websites www.urban.org and www.hrw.org, the Clean Air and Clean Water Acts, students will determine how demographic changes since 1970 have affected how people live and the environment?
RH.11-12.2

5. Using sources such as Reagan's Inaugural Address, Clinton's New Covenant Speech, Jesse Jackson's 1984 Convention Speech, American Recovery and Reinvestment Act, students will form an opinion about the proper role of the government in the economy.
RH.11-12.7

6. Using political cartoons, maps, charts and graphs of unionized labor percentages, video clips from Milk, articles about successes of Gay Rights movement, excerpts from Defense of Marriage Act, Christian Coalition Platform, and/or Jerry Falwell’s “Listen America” speech, students will determine how social and labor movements have affected American society since 1970?
RH.11-12.2

**Formative Assessments:**
Reading Quiz
Complete Venn Diagram/T-Charts
Reading Guide
Discussion and Debate
Primary Source Analysis

**GENERAL ASSESSMENT:** Unit Test
Contemporary United States (1970-Today)

7. International Policies

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.

Essential Questions:

1. How did the Cold War come to an end and how did its conclusion impact global politics, economics, and social issues?

2. What principles should guide US foreign policy and how has our foreign policy affected the world?

3. Why have terrorists targeted the United States?

A. Civics, Government, and Human Rights

6.1.12.A.15.a Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.

6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.

6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

B. Geography, People, and the Environment

6.1.12.B.15.a Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises.

C. Economics, Innovation, and Technology

6.1.12.C.15.a Relate the role of America’s dependence on foreign oil to its economy and foreign policy.

6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.

D. History, Culture, and Perspectives
6.1.12.D.15.c Explain how and why religious tensions and historic differences 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.D.15.d 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.

Required Resources:
President Kennedy’s Berlin Speech - http://news.bbc.co.uk/2/hi/europe/3022166.stm
Reagan Evil Empire Speech - http://www.youtube.com/watch?v=FcSm-KAEFFA (Video)
President Obama’s Berlin Speech - https://my.barackobama.com/page/content/berlinvideo/ (Text)

Suggested Resources/Activities:
http://sheg.stanford.edu/ - Teach Like a Historian
Detente and the Cold War:
  - http://www.historylearningsite.co.uk/detente.htm (Website Article - General Overview)
  - http://www.youtube.com/watch?v=FAhDQxPHvP0 (Video Clip)
  - http://usforeignpolicy.about.com/od/countryprofile1/a/ussrussiatimelin.htm (Cold War Timeline)
Detente and US-Soviet Trade (S-4208) - CIA document (Full Text - Original Document)
American Experience Episodes - Nixon, (On Youtube), Reagan, (On Youtube)
History Channel Documentaries - Nixon: A Presidency Revealed
Video Clips from The Century: America’s Time (Nixon Legacy, Reagan Foreign Policy)
S.A.L.T. I
  - http://www.nationalcoldwarexhibition.org/learn/detente/salt-1.cfm (Overview)
  - http://cns.miis.edu/inventory/pdfs/apsalt1.pdf (Full Text)
  - http://www.coldwar.org/articles/70s/SALTIandII.asp (Overview of SALT 1 and 2)
S.A.L.T. II
  - http://www.state.gov/www/global/arms/treaties/salt2-1.html (Overview)
  - http://cns.miis.edu/inventory/pdfs/apsaltll.pdf (Full Text)
- [http://www.armscontrol.org/node/5423](http://www.armscontrol.org/node/5423) (Obama Arms Reduction Article)
- [Toward a World Without Nukes (Article)](http://www.nti.org/analysis/opinions/toward-world-without-nukes/)
- Jean Gump memoir - "Stop This Madness" (excerpt) (no link, hard copy in “Ordinary Americans“ - Bob)
- Nuclear Threat Initiative Website - [http://www.nti.org/](http://www.nti.org/) (Great Resources - Treaties, Profiles, Articles)
- [Henry Kissinger and the Limits of Realpolitik (Great Article)](http://www.unc.edu/depts/diplomat/AD_Issues/amdipl_15/fic_kiss.html)
  - [Overview](http://www.teachingamericanhistory.org/library/index.asp?document=727) (Full Text)
  - [Video Clip](http://www.youtube.com/watch?v=eTo0q2H-Xu)
- [Human Rights Watch website - www.hrw.org](http://www.hrw.org)
  - [Secrets of CIA documentary - Full Video](http://www.youtube.com/watch?v=fyEBGtQIr5E)
  - [Timeline of Interventions](http://www.thirdworldtraveler.com/Blum/US_Interventions_WBlumZ.html)
  - [Lesson Plan](http://www.umbc.edu/che/tahlessons/pdf/The_Iran_Hostage_Crisis(PrinterFriendly).pdf)
- [Iranian Hostage memoir - Bill Belk - "Maybe Tomorrow" (no link, need hard copy)](http://www.historyguy.com/iran-us_hostage_crisis.html)
- [Polish Solidarity Movement:](http://coldwarevents.wikispaces.com/Solidarity+Movement+in+Poland)
  - [Solidarity and the Cold War - http://coldwarevents.wikispaces.com/Solidarity+Movement+in+Poland](http://coldwarevents.wikispaces.com/Solidarity+Movement+in+Poland)
Trade Union That Changed the World - [http://www.rferl.org/content/article/1060898.html](http://www.rferl.org/content/article/1060898.html)

Remember Solidarity - [http://www.opendemocracy.net/democracy-protest/polish_democracy_2782.jsp](http://www.opendemocracy.net/democracy-protest/polish_democracy_2782.jsp)

Reagan Foreign Policy:
- [http://millercenter.org/president/reagan/essays/biography/5](http://millercenter.org/president/reagan/essays/biography/5) (Website - Great Resources)
- [http://www.reaganfoundation.org/foreign-policy.asp](http://www.reaganfoundation.org/foreign-policy.asp) (Pro-Reagan Article)
- [http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB210/index.htm](http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB210/index.htm) (Website - Resources)

End of Cold War:
- http://www.ushistory.org/us/59e.asp (Overview Article)
- http://belfercenter.ksg.harvard.edu/publication/1531/gorbachev_and_the_end_of_the_cold_war.html (Article)
- http://stathis.research.yale.edu/documents/Kalyvas_Balcels_APSR.pdf (Academic Article About Impact of Cold War’s End)

Gulf War (1990-91):
- Clips from Movie "Live from Baghdad" - on Gulf War
  - Gulf War CNN Coverage - “As It Happened”
    - http://www.historyofwar.org/articles/wars_gulf1990.html (Overview)
  - http://www.youtube.com/watch?v=1r3lZohzaUs (Video - British Documentary - Good Overview)
  - http://www.youtube.com/watch?v=2DoxBG5zdxg (Video Clip of Burning Kuwaiti Oil Field)
  - http://www.historyguy.com/GulfWar.html#.UAlzfY7b-Z4 (Overview - Good Resources)
  - http://news.bbc.co.uk/2/hi/middle_east/2754103.stm (BBC Article - Great Overview)

Documentary on Bosnian Genocide - ABC's "While America Watched"

Rwandan Genocide:
- Clips from "Hotel Rwanda" on US Inaction
  - http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB53/index.html (Website with Primary Sources)
  - http://www.guardian.co.uk/world/2004/mar/31/usa.rwanda (British Article - The Guardian)
- Article on US-Rwanda History and Relations Today

Osama Bin Laden Interviews:
- http://www.youtube.com/watch?v=dqQwnqjA-6w&feature=related (Video of Peter Arnett Interview - 1997)
- http://www.informationclearinghouse.info/article7204.htm (Transcript of Arnett’s Bin Laden Interview)
- http://www.pbs.org/wgbh/pages/frontline/shows/binladen/who/interview.html (Transcript of J Miller Interview)
- http://www.marktaw.com/blog/TheOsamabinLadeninterview.html (Collection of Interviews)
- http://www.youtube.com/watch?v=gWVC4JbitEE&feature=related (Osama Self-Made Video Speech)
  - http://www.phillysonline.com/know_the_enemy.htm (Know the Enemy Article About Al Qaeda)
- http://thesis.haverford.edu/dspace/bitstream/handle/10066/5058/GHA20020612P.pdf?sequence=4 (Why We Fight America)
Objectives:
1. Using video clips (ie - CNN’s “The Cold War”, The Century: America’s Time), secondary sources, and Primary Source documents such as Gorbachev's 1988 UN speech and Reagan's Evil Empire and
"Tear Down This Wall" Speeches, students will determine what brought about the end of the Cold War and how it impacted global politics, economics, and social issues.
RH.11-12.7

2. Using charts, graphs, political cartoons, primary source documents and video clips, students will determine which principles should guide US foreign policy and evaluate how different policies have affected the world.
RH.11-12.7

3. Through watching, listening to, or reading interviews with terrorists and speeches by American politicians, students will determine why terrorists have targeted the United States?
RH.11-12.1

Formative Assessments:
Reading Quiz
Complete Venn Diagram/T-Charts
Reading Guide
Discussion and Debate
Primary Source Analysis

GENERAL ASSESSMENT: Unit Test

Contemporary United States (1970-Today)

8. Interconnected Global Society

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

Essential Questions:
1. How are newly emerging technologies changing the US and the rest of the world, in terms of politics, social relations, and education?

2. In what ways has economic globalization affected the US and what has the US government done about it?

3. How has the global diffusion of American culture affected the rest of the world?
6.1.12.D.16.a

**A. Civics, Government, and Human Rights**
6.1.12.A.16.a Determine the impact of media and technology on world politics during this time period.
6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

**B. Geography, People, and the Environment**
6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

**C. Economics, Innovation, and Technology**
6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

**D. History, Culture, and Perspectives**
6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.
6.1.12.D.16.c 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.

**Required Resources:**
www.Procon.org—website—for Teacher information or for student use
- “YouTube Journalism” by Moises Niam
- “Globalization and its Discontents” by Henry A Kissinger
Excerpts from various videos, documentaries, and/or music that reflects the political and social trends Primary Source Documents and Political Cartoons

**Suggested Resources/Activities:**
EdSitement.NEH.gov
http://sheg.stanford.edu/ - Read Like a Historian
PBS Frontline on 2011 Egyptian Revolution (driven by Facebook, Skype, etc)
Egyptian Wael Ghonim - TED Talk
Articles on technology and world politics:
- “YouTube Journalism” by Moises Niam
- “Social Media’s True Impact” by Ben Parr
- Social Media and World Politics by Kristi Holland

Website of Articles and Resources - “Complete Guide to Egyptian Revolution”

Jamie Oliver – Food Technology/Pink Slime - http://www.youtube.com/watch?v=RBkwUt-bqIo

ProCon.org web site
- Climate Change
- Alternative Energy
- Voting Machines
- Social Networking

Globalization articles:
- “Globalization: A View from Below” by Jean-Bertrand Aristide
- “Pros and Cons of Globalization” by Mike Collins
- “Globalization is Killing the Globe” by Thom Hartmann
- “Globalization and its Discontents” by Henry A Kissinger

World is Flat article - http://www.thomaslfriedman.com/bookshelf/the-world-is-flat

Pros and Cons of Globalization – Chart - http://www.businessweek.com/2000/00_17/b3678003.htm


Industrialization of food through technology – NY Times Book Review of Fast Food Nation

Factory Farming Abstract from Professor J.E. Ikerd

Documentary on Food Industry - Food Inc (see Bob Jones)

The Other Arab Spring – (T. Friedman article about Global Environmental issues)


Video on US Culture in Muslim Nations – “Hollywood and the Muslim World” (See Bob Jones)

Articles on US Culture spreading overseas:
- Soft Power of American Culture
  - “Cultural Imperialism: An American Tradition” by Julia Galeota
  - “Beware of Cultural Imperialism” by Arshad Gamiet
  - “US Media Thrive Worldwide, Even As it Sours on America” by Tim Arango

Political Cartoons on Globalization of Culture
- http://www.loc.gov/rr/print/swann/valtman/presentation.html (Cartoons by Edmund Valtman)

Articles on how technology is affecting Education
- How Technology Will and Won’t Change Schools by 2020,
- College Admissions article
- Site for teachers --blog about how technology has/is changing how we teach

Globalization and US Policy Articles:
- Smart Globalization Policy Agenda by Schwenninger and Clemons
- WTO Protests in Seattle by Anup Shah
- Pro/Con Outsourcing article

Globalization Political Cartoons:
- http://www.choices.edu/resources/documents/handout_cartoons_009.pdf (Activity w/Lesson Plan)
SOPA Anti-Piracy Law:
- Video Clip on SOPA – (CBS News)
- SOPA Website (Washington Post)
- Explanation of SOPA
- Debate on SOPA

**Objectives:**

1. Using video clips, newspaper articles, and websites, students will analyze how newly emerging technologies are changing the US and the rest of the world.
   RH.11-12.7

2. Using political cartoons, charts, and maps, students will determine the different ways economic globalization has affected the US and evaluate the effectiveness of the US government’s response.
   RH.11-12.9

3. Students will examine the global diffusion of American culture and determine how it affected the rest of the world by using articles, political cartoons, and photographs.
   RH.11-12.7

**Formative Assessments:**
Reading Quiz
Complete Venn Diagram/T-Charts
Reading Guide
Discussion and Debate
Primary Source Analysis

**GENERAL ASSESSMENT:** Unit Test

**DI Modifications/(Special Education, ELL, Gifted):**

- Quizzes/Texts
  - Provide word banks for fill in the blanks
  - Provide extended time (study hall, before or after school, support, lunch)
  - Oral testing
  - Read questions
  - Administer exam in smaller group
  - Clarify/reword directions
  - Allow for study sheet to be used during exam
· Provide sample problem for reference
· Memory prompting to recall answer
· Alternative assessments
· Visual models for reference
· Study guides

Assignments
· Extended time for projects
· Shorten/alternative assignments
· Pair students to work collaboratively
· Clarify/rework directions
· Display finished project for reference
· Reminders for due dates

Lecture/Notes
· Photocopy of teacher’s or classmate’s notes
· Guided notes
· Record lecture
· Use of calculator/work processor
· Preferential seating
· Multi-sensory approach to teaching
· Graphic organizers

Benchmark Assessments: Comprehensive Midterm and Final Exams