

## Social Studies

### United States History II (first marking cycle)

Content Area:	United States History II
Unit Plan Title:	<u><i>The Great Depression and World War II: The Great Depression, The New Deal, &amp; World War II</i></u>
Social Studies NJ Standard	
<ul style="list-style-type: none"><li>• 6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.</li><li>• 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.</li><li>• 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</li><li>• 6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.</li><li>• 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.</li><li>• 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.</li><li>• 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.</li><li>• 6.1.12.C.9.c Explain the interdependence of various parts of a market economy.</li><li>• 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.</li><li>• 6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.</li></ul>	

- 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.
- 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.
- 6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.
- 6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- 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.
- 6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
- 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.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 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.

#### Overview/Rationale

1. *The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.*
2. *The Great Depression and World War II: 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.*
3. *The Great Depression and World War II: 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.*

#### Career Readiness Practices

- CRP2 – Apply appropriate academic and technical skills.
- CRP4 – Communicate clearly and effectively and with reason.
- CRP5 – Consider the environmental, social, and economic impacts of decisions.
- CRP6 – Demonstrate creativity and innovation.
- CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9 – Model integrity, ethical leadership, and effective management.
- CRP12 – Work productively in teams while using cultural global competence.

#### Interdisciplinary Standard(s)

##### Language

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

##### Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats,

#### Interdisciplinary Standard(s)

##### Reading

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

##### Writing

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA. W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

including visually, quantitatively, and orally.

- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### Essential Question(s)

- What causes change in the economy over time?
- How do depressions affect societies?
- Can the government fix the economy?
- Is government responsible for the economic well-being of its citizens?
- Could World War II have been prevented?
- Why do some people fail to respond to injustice while others try to prevent injustice?
- What kind of sacrifices does war require?

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

*Check all that apply.*  
**21<sup>st</sup> Century Themes**

X	Global Awareness
X	Environmental Literacy
X	Health Literacy
X	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

*Indicate whether these skills are E-Encouraged, or T-Taught in this unit by marking E, or T on the line before the appropriate skill.*

**21<sup>st</sup> Century Skills**

E	Creativity and Innovation
T	Critical Thinking and Problem Solving
T	Communication
T	Collaboration

#### Enduring Understandings

- Changes in a nation's economy can directly affect its citizens both positively and negatively
- People engage in politics to solve problems in society.
- Leaders can bring about change in society.
- Disputes over ideas, resources, values, and politics can lead to change.

#### Student Learning Targets/Objectives

By the end of the unit students will be able to

- Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability (e.g., the depression of 1807, the Long Depression of 1873, the Panic of 1907, the “double dip” of the 1980s, the Great Recession of 2008).
- Investigate how U.S. governmental policies (e.g., high tariffs, limited banking regulations) affected the 1929 stock market crash.
- Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- Determine the extent to which the Treaty of Versailles, war debt repayment, and international banking contributed to the worldwide economic collapse.
- Explain how the government uses monetary policy (e.g., interest rates, printed currency) to affect the nation’s economy.
- Explain how the government uses fiscal policy (e.g., adjusting taxes, spending) to affect the nation’s economy.
- Produce coherent writing to explain the relationship between producers and consumers in a market economy, including how supply and demand determine the price of a good or service, in this time period and current times.
- Use multiple credible sources including economic indicators (i.e., gross domestic product, consumer index, national debt, and trade deficit) to evaluate the health of the U.S. economy during this time period and in current times.
- Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression, including measures provided by the Glass-Steagall Act, and the Fair Labor Standards Act.
- Explain how members of FDR’s “Brain Trust” and cabinet secretaries shaped the core ideologies and policies of the New Deal.
- Assess the effectiveness of New Deal programs (e.g., Civilian Conservation Corp, Tennessee Valley Authority) designed to protect the environment.
- Determine the extent to which the Works Progress Administration impacted New Jersey and the nation by improving infrastructure, investing in education, and employing artists.
- Write an argument assessing the effectiveness of governmental policies (i.e., FDIC, NLRB, and Social Security) enacted during the New Deal period in protecting the welfare of individuals.
- Evaluate the impact of the New Deal’s expanded role of government with regard to economic policy (e.g., spending), capitalism (e.g., increased regulation), and society (e.g., government assistance).
- Evaluate how and why conflict developed over the New Deal between the Supreme Court and other branches of government by analyzing the decisions of *Schechter v. U.S.*, and *Butler v. U.S.*, as well as other primary source documents, assessing the authors’ claims, reasoning, and evidence.
- Conduct short research to compare and contrast the roles of Eleanor Roosevelt and Frances Perkins in promoting equality for women and minorities during the New Deal era.
- Compare and contrast the leadership abilities of Franklin Delano Roosevelt with past presidents (e.g., T. Roosevelt, Wilson, Hoover) and recent presidents (e.g., Reagan, Obama).
- Draw evidence from informational texts to support analysis, reflection, and research to determine the economic ideological leanings of the two major political parties during the New Deal and today.
- Compare and contrast America’s response to the Great Depression with other nations (e.g., Germany, Italy,

and Japan).

- Evaluate the effectiveness of international agreements following World War I (e.g., Treaty of Versailles, League of Nations, appeasement policies) in preventing international disputes during the 1920s and 1930s.
- Evaluate authors' premises regarding the philosophies of isolationism, neutrality, appeasement, and interventionism in response to aggressive policies and actions taken by other nations at this time.
- Analyze the roles of Axis leadership (e.g., Hitler, Hirohito, Mussolini) and Allied leadership (e.g., Stalin, Churchill, FDR) in the conduct and outcomes of WWII.
- Evaluate authors' differing points of view to determine if the American internment of Japanese, German, and Italians was a denial of civil rights.
- Explain the role that geography played in the development of military strategies and weaponry in World War II.
- 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.
- Explain the contribution of minority groups to the war effort despite the discrimination that they faced (e.g., the Tuskegee Airmen, Native American Code Talkers, Women Air Force Service Pilots, Japanese American 442nd Infantry Regimental Combat Team, Mexican Americans).
- Relate new wartime inventions to scientific and technological advancements in the civilian world (e.g., nuclear technology, improved aeronautical design, communication innovations, food preservatives).
- Evaluate the short and long-term impacts of the conversion of American industries from consumer-oriented manufacturing to military production during WWII.
- Analyze the decision to use the atomic bomb and the consequences of doing so. 6.1.12.A.11.d 32 Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 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.

## Assessments

- Pre and Formative
  - -**All Chapters and Sections**
    - \*Do Now, Exit Tickets
    - \*One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
    - \*Student Conference - (One on one conversations with students to check their understanding.)
    - \*Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
    - \*Readers Theater - (From an assigned text have students create a script and perform it.)
- Summative
  - -**All Chapters and Sections**
    - \*Section quizzes and tests.
    - \*Document based analysis
- Authentic
  - -**All Chapters and Sections**

\*Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)

- Other Assessments

- All Chapters and Sections

- \*Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)

- \*Chat Stations, Learning Menu

- \*Webquest, Google Slide Presentation

- \*Bell Ringers

## *Teaching and Learning Actions*

### *Activities*

#### *Differentiation:*

#### Chapter 18-

*See the following for ELL & SN  
Differentiation*

[ELL & SN](#)

*See the following for AL & G&T  
Differentiation*

[AL & G&T](#)

#### Chapter 19-

*See the following for ELL & SN  
Differentiation*

[ELL & SN](#)

*See the following for AL & G&T  
Differentiation*

[AL & G&T](#)

#### Chapter 20-

*See the following for ELL & SN  
Differentiation*

[ELL & SN](#)

*See the following for AL & G&T  
Differentiation*

[AL & G&T](#)

#### Chapter 21-

*See the following for ELL & SN  
Differentiation*

[ELL & SN](#)

## Chapter 18

- Great Depression Statistics: Close Read

- Review the [chart](#), using the definitions from the chart to help you interpret the data. When you are done, answer the analysis questions for each column of data.
  - Using the documents and your knowledge of US history - respond to the prompt: When President Franklin Roosevelt took office in 1933, he faced all of the economic problems described in the chart & statistics above. To alleviate the economic impact of the Great Depression on American citizens, President Roosevelt created a series of federal reforms known as the New Deal. These programs provided relief for the needy, economic recovery, and/or reform of American capitalism. Which of these three do you think was the MOST urgent from the perspective of American citizens? Which one do you think they felt the most impact of in their everyday life? Economic relief for the needy (unemployment & fall of per capita personal income)  
Economic recovery (rehabilitating GDP) Economic reform of American capitalism (addressing the rise in bank suspensions)? In ONE paragraph EXPLAIN which federal reforms most directly impacted the daily lives of American citizens.

- Dust Bowl Migrants: Primary Source Deep Dive

- Review the [captions and photographs of Dust Bowl Migrants](#); while reviewing them, use the observations and inferences chart attached to record your thoughts.
  - Read [the excerpt of John Steinbeck's Harvest Gypsies provided](#) and answer the questions that follow in the space provided. The bolded words are defined below the reading.
  - Read [the excerpt of Starvation Under the Orange Trees provided](#) and answer the questions that follow in the space provided. The bolded words are defined.
  - Using the evidence that you have gathered from the primary sources, develop a script for a dialogue or conversation between President Franklin D. Roosevelt and a dust bowl migrant farmer. The script should have two characters - FDR and the dust bowl migrant farmer



See the following for AL & G&T  
Differentiation  
[AL & G&T](#)

Indicate which state they have left, and assume they are migrating to California. The dialogue or conversation should highlight why the farmer is migrating from the Midwest to California, and what he or she found when he or she arrived in California. What the farmer thinks the government needs to do for farmers who were left poor and penniless as a result of the dust bowl. Use the documents above to support your creation of the script. Your script should be at least 2 pages long

## Chapter 19

- New Deal: Alphabet Soup
  - Use [the graphic organizer](#) to keep track of and describe the programs meant to provide aid to the citizens of America during the Great Depression and subsequent reform known as the “New Deal”. Under each program title, describe: The purpose of this program or federal act. Explain WHY it is an example of either relief for the needy, economic recovery, or reform of American capitalism. When you are done, answer the analysis questions.
- Fireside Chat: Close Read
  - Closely examine [the graph](#) and answer the three analysis questions that follow.
  - You will be assigned to one of two groups - each group will examine a specific economic problem facing the American economy during the Great Depression, and how FDR addressed that issue during his Fireside Chats. Each group will document their findings in [the chart](#) and prepare to present their findings to the whole class.
  - Using [the documents](#), and your knowledge of US history - respond to the prompt: [The image](#) was drawn by Fred O. Seibel in 1933. It first appeared in the Richmond Times - Dispatch. In two well written paragraphs: Compare the image of FDR in the image below to the image he portrays in the fireside chats excerpted above. Explain how he demonstrates confidence in the fireside chats and compare this to the tools the artist uses to imply his confidence in the image below.

## Chapter 20

- World War II Posters and Propaganda
  - Read [the historical context](#) and answer the four questions that follow.
  - View [the following selection of 20 posters](#). For each poster, fill out the corresponding row in the table on the next page. In the second column note the theme you think the poster is best associated with by checking the appropriate box. In the third column, explain why you chose that theme(s). You may use the same theme for multiple posters, and you might not use all six themes. See the example.
  - Using [information from the documents](#), please respond to the following task: Read the article, “Every Citizen a Soldier: WW2 Posters on the American Home Front” by William L. Bird Jr. and Harry Rubenstein (abridged from The Gilder Lehrman Institute of American



History), excerpted below. Following the article are a series of analysis questions - answer them in the space provided.

- DBQ: Wilson and FDR
  - This question is based on [the accompanying documents](#). The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.
  - Presidents Woodrow Wilson and Franklin D. Roosevelt both faced the challenge of leading the United States during world wars. These challenges included establishing foreign policies prior to the entry of United States into the war, preserving civil liberties while protecting national security during the war, and planning a role for the United States in world affairs after the war.
  - Using the information from [the ten documents](#) in part A and your knowledge of US history, write an essay in Part B in which you: Discuss the similarities and/or differences between the presidencies of Woodrow Wilson & Franklin D. Roosevelt in terms of their: policies prior to entering the war, actions affecting civil liberties during the war, and plans for the role of the United States in world affairs after the war

## **Chapter 21**

- Letters from Pearl Harbor: Primary Source Document Analysis
  - Read the [primary source](#) and analyze it by answering the analysis questions that follow.
- The Decision to Drop the Atomic Bomb: Document Based Question
  - This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.
  - Historical Context: World War II & the atomic bomb: The US decision to drop atomic bombs on the Japanese cities of Hiroshima and Nagasaki in August 1945 has generated much controversy over the years. Some argue that the bombing was necessary to end World War II, while others believed that more than 200,000 civilians died in vain.
  - Task: Using [the information from the eight documents in part A](#) and your knowledge of US history, write an essay in Part B in which you Discuss the different perspectives on the US decision to drop the atomic bomb on Hiroshima and Nagasaki during World War II. Explain the arguments of those in support of using the atomic bomb. Explain the arguments of those against using the atomic bomb.

<p><i>Experiences</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">The Smithsonian Institute</a> is the world's largest museum, education, and research complex. We are a community of learning and the opener of doors. Join us on a voyage of discovery in person or learn and explore online.</li> <li>• <a href="#">Franklin Delano Roosevelt Presidential Library</a>: The Library's mission is to foster research and education on the life and times of Franklin and Eleanor Roosevelt, and their continuing impact on contemporary life. Our work is carried out by four major areas: Archives, Museum, Education and Public Programs.</li> <li>• <a href="#">World War II Memorial</a>: Trenton's World War II Memorial pays tribute to the greatest military victory for the United States. It was an effort in which every citizen contributed and had a stake in the outcome, both on the front lines and at home. The WWII Memorial unfolds around the overall theme of "Victory," with three core ideas, which are analogous to the WWII Generation: Service, Duty and Sacrifice. The central sculptural element, named "Lady Victory" symbolically encompasses the greatness of this effort and the grace and courage of the WWII generation. Victory was the end goal and an image that was used to promote the war effort on posters, campaigns, events and news releases. Encircling Lady Victory are six service markers and two arcing story walls that represents the six branches of the military and the respective New Jersey Medal of Honor recipients. The story walls strive to communicate the war effort both at home and abroad in terms of technology, communication and New Jersey's contribution with stories told by local veterans. Located along an outer circle are battle scenes from the Atlantic and Pacific theatres. An amphitheater with seat-walls allows for reflection and individual interpretive kiosks serve to broaden the visitor experience and understanding. The memorial is located across the street from the New Jersey Statehouse, 125 W. State St.</li> </ul>
Resources	
<ul style="list-style-type: none"> <li>• <a href="#">Gilder Lehrman</a></li> <li>• <a href="#">New Visions</a></li> <li>• <a href="#">New Jersey Council for Social Studies Education</a></li> <li>• <a href="#">Think CERCA: Argumentative Writing</a></li> <li>• <a href="#">Amistad Commission Interactive Curriculum</a></li> <li>• <a href="#">Holocaust Commission on Education Resources</a></li> </ul>	
Suggested Time Frame:	1 <sup>st</sup> Marking Period

## **Social Studies 11**

### **United States History II (second marking cycle)**

<b>Content Area:</b>	<b>11<sup>th</sup> Grade (United States History II)</b>
<b>Unit Plan Title:</b>	<b><u>Postwar United States: Cold War</u></b> <b><u>Postwar United States: Civil Rights and Social Change</u></b>
<b>Social Studies NJ Standard</b>	
<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.</li><li>• 6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.</li><li>• 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.</li><li>• 6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.</li><li>• 6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.</li><li>• 6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</li><li>• 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.</li><li>• 6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</li><li>• 6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 6.1.12.A.13.c Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.</li><li>• 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.</li></ul>	

- 6.1.12.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
- 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.
- 6.1.12.C.13.d Relate American economic expansion after World War II to increased consumer demand.
- 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.

#### Overview/Rationale

1. *Postwar United States: 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.*
2. *Postwar United States: 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.*

#### Career Readiness Practices

- CRP2 – Apply appropriate academic and technical skills.
- CRP4 – Communicate clearly and effectively and with reason.
- CRP5 – Consider the environmental, social, and economic impacts of decisions.
- CRP6 – Demonstrate creativity and innovation.
- CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9 – Model integrity, ethical leadership, and effective management.
- CRP12 – Work productively in teams while using cultural global competence.

#### Interdisciplinary Standard(s)

##### Language

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and

#### Interdisciplinary Standard(s)

##### Reading

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to

usage when writing or speaking.

- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### **Speaking and Listening**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

#### **Writing**

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### **Essential Question(s)**

- **How did the Cold War shape postwar international relations?**
- **How did Cold War tensions affect American society?**
- **How does prosperity change the way people live?**
- **Can government fix society's problems?**
- **How do you think Presidents Kennedy and Johnson changed American society?**
- **Why do think the civil rights movement made gains in postwar America?**

- What motivates a society to make changes?
- How does military conflict divide people within cultures?
- Should citizens support the government during wartime?

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E</b> -Encouraged, or <b>T</b> -Taught in the unit by marking <b>E</b> , or <b>T</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Enduring Understandings

- Countries are affected by their relationships with each other.
- The movement of people, goods, and ideas causes societies to change over time.
- The struggle for individual rights and equality often shapes a society's politics.

### Student Learning Targets/Objectives

By the end of the unit students will be able to

- Cite specific textual evidence to evaluate the effectiveness of the Marshall Plan in the rebuilding of European nations in the post-World War II period.
- Evaluate the effectiveness of the regional alliances (i.e., Warsaw Pact and NATO) in the rebuilding of European nations during this time period.
- Gather relevant information from multiple sources to analyze how ideological differences between the United States and its allies, and the Soviet Union and its allies, contributed to the Cold War.
- Compare and contrast how the pursuit of nuclear weapons by industrialized countries (e.g., U.S., Soviet Union) and developing countries (e.g., Pakistan, India) affected international relations.
- Integrate information from diverse sources, noting discrepancies among sources, to analyze the impact of McCarthyism on individual civil liberties.
- Draw evidence from informational text to evaluate the United States' involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- Write an informative text that explains constitutional issues involving war powers, as they relate to United States military intervention in the Korean War and the Vietnam War.
- Use technology to produce an individual and shared writing product that analyzes the role of newspapers and television in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- Write an explanatory text that compares American public support of the government and military during the Vietnam War with previous conflicts such as WWII or modern-day conflicts (e.g., Iraq, Afghanistan).
- Conduct research to analyze the impact of the U.S. policy of containment on independence movements in

Africa (e.g., Congo, Ethiopia, Somalia), Asia (e.g., Cambodia, China, Indonesia), the Caribbean (e.g., Cuba), and the Middle East (e.g., Israel, Palestine).

- Explain how the Arab-Israeli conflict (e.g., formation of Israel, Six-Day War, Yom Kippur War) has influenced American foreign policy in the Middle East during this time period and today.
- Evaluate authors' differing points of view of the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the public.
- Assess the impact of agricultural innovation on reducing food scarcity to the world economy in this time period.
- Analyze how scientific advancements (e.g., vaccinations, telecommunications, atomic energy) impacted national and global economies and daily life.
- Assess the role of public and private sectors in promoting economic growth and ensuring economic stability through regulatory practices, education, internal improvements, and employment opportunities.
- Evaluate the effectiveness of federal economic policies in promoting a smooth transition from a wartime to a peacetime economy.
- Produce clear and coherent writing that explains how the following trends affected consumer demand and contributed to economic expansion after WWII: • baby boom, • suburban consumerism, • technological innovation • women in the workforce, and; • increased access to education.
- Identify trends in the changing role of women in the labor force and changes in the family structure by analyzing labor statistics and demographic data during this time period.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products to show the extent to which suburban living and television supported conformity and stereotyping during this time period.
- Analyze the origins and outcomes of the youth counter culture movement including the Beat Movement, rock and roll music, and abstract art.
- Use multiple credible sources to determine the factors (e.g., employment, interstate highway, GI Bill, urban decay) that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- Evaluate various explanations for the impetus for the Civil Rights Movement and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Conduct short research to explain how individuals and organizations used economic measures (i.e., Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
- Integrate information from primary and secondary sources into a coherent understanding of the passive resistance and militant response philosophies as they relate to the Civil Rights movement.
- Draw evidence from informational texts to compare and contrast the legacies of Dr. Martin Luther King and Malcolm X.
- Explain why national governmental actions were needed to ensure civil rights for African Americans.
- Write an argument that analyzes the federal government's effectiveness in promoting civil liberties and equal opportunities after examining: • national legislation (Civil Rights Act of 1964, Voting Rights Act of 1965, Equal Rights, Amendment, Title VII, and/or Title IX), • policies (Affirmative Action), and; • Supreme Court decisions (Brown v. Board of Education and Roe v. Wade).
- Write an argument that analyzes the effectiveness of New Jersey's government in eliminating segregation and discrimination after examining: • 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).
- 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, 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.
- Determine the extent to which the 1965 Immigration and Nationality Act changed immigration patterns to New Jersey and the United States.
- Write a narrative account that summarizes key social legislation enacted to end poverty (e.g., Economic Opportunity Act of 1964, Medicare and Medicaid, Elementary and Secondary Education Act, Head Start) and describe their effectiveness to end poverty today.
- 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).
- Explain the origins of the Peace Corps (Executive Order 10924) and evaluate its role today.

## Assessments

- Pre and Formative
  - -**All Chapters and Sections**
    - \*Do Now, Exit Tickets
    - \*One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
    - \*Student Conference - (One on one conversations with students to check their understanding.)
    - \*Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
    - \*Readers Theater - (From an assigned text have students create a script and perform it.)
- Summative
  - -**All Chapters and Sections**
    - \*Section quizzes and tests.
    - \*Document based analysis
- Authentic
  - -**All Chapters and Sections**
    - \*Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)
- Other Assessments
  - -**All Chapters and Sections**
    - \*Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)
    - \*Chat Stations, Learning Menu
    - \*Webquest, Google Slide Presentation
    - \*Bell Ringers

### Chapter 22-

See the following for ELL & SN  
Differentiation  
[ELL & SN](#)

See the following for AL & G&T  
Differentiation  
[AL & G&T](#)

### Chapter 23-

See the following for ELL & SN  
Differentiation  
[ELL & SN](#)

See the following for AL & G&T  
Differentiation  
[AL & G&T](#)

### Chapter 24-

See the following for ELL & SN  
Differentiation  
[ELL & SN](#)

See the following for AL & G&T  
Differentiation  
[AL & G&T](#)

### Chapter 25-

See the following for ELL & SN  
Differentiation  
[ELL & SN](#)

See the following for AL & G&T  
Differentiation  
[AL & G&T](#)

### Chapter 26-

See the following for ELL & SN  
Differentiation  
[ELL & SN](#)

See the following for AL & G&T  
Differentiation  
[AL & G&T](#)

- [The 4 primary source documents on McCarthyism & the Red Scare](#). Read / view each document carefully and answer the analysis questions that follow.
- Using information from [the documents](#), please respond to the following task.
- Task: Read the prompt below. Using the sources provided, the documents above, and your knowledge of US history - respond to the prompt below.
- Imagine you are an American citizen in the 1950's. How could these four primary source documents have added to an atmosphere of paranoia or hysteria amongst you and your fellow citizens? Write a letter to an editor of the New York Times regarding your feelings of anxiety & demand that the government takes further action to protect American citizens during the Cold War. Cite evidence from at least two of these primary sources to provide evidence for your claims: Explain why you feel paranoid or anxious about your safety. Explain how it impacts your daily life. Describe what the government could do, in your opinion, to keep Americans safe.

## Chapter 23

### • Eisenhower's Farewell Address: Close Read

- Using [this word cloud](#), in 15 words, predict what you think the main idea of President Eisenhower's speech will be. Record your prediction in the space provided.
- Listen to [the clips of Eisenhower's Farewell Address](#) and answer the corresponding questions.
- Read the prompt below. Using [the sources provided](#), the documents above, and your knowledge of US history - respond to the prompt below:
- The 4 themes President Eisenhower addresses in this speech are America's role as a global leader, the expansion of military, the military industrial complex, and changes in scientific research. Keeping the historical context of the cold war in mind, in a short-written response: Explain why President Eisenhower might be speaking to the American public about these four themes. Explain how these four themes are related in the context of the Cold War.

## Chapter 24

### • The Cuban Missile Crisis: Close Read

- Here are [two maps of the Western Hemisphere & North American nations](#). Use the maps to answer the one questions attached.
- [Watch: JFK's Radio and Television Report to the American People on the Soviet Arms Buildup in Cuba, October 22<sup>nd</sup>, 1962](#). After watching the speech, read the transcript of three sections the speech & answer the analysis questions that follow.
- Read the prompt below. Using the sources provided, the documents above, and your knowledge of US history - respond to the prompt below:
- Why did the United States and Soviet Union come to the brink of

nuclear war in 1962?

- Attached [here are four additional primary sources related to the Cuban Missile Crisis](#). They include: President Kennedy to Chairman Khrushchev - Oct 22, 1962. Telegram from Chairman Khrushchev to President Kennedy - Oct 23, 1962. Letter from Fidel Castro to Chairman Khrushchev - Oct 26, 1962. Letter from Chairman Khrushchev to President Kennedy - Oct 27, 1962.
- After reading these four primary sources, corroborate evidence from the four sources and President Kennedy's address to the American people on October 22<sup>nd</sup>, 1962 analyzed above to complete the following task: From the point of view of EITHER President Kennedy OR Chairman Khrushchev, discuss why the United States and Soviet Union came to the brink of nuclear war in 1962. You may use additional outside information regarding the events of the Cold War from 1947 - 1962 to support your claims.

## **Chapter 25**

- C3 Inquiry: Civil Rights:
  - [What made the Nonviolent Protest Effective during the Civil Rights Movement?](#)
  - [Summative Performance Task](#): Using specific claims & relevant evidence from historical sources, answer the following prompt: what made the nonviolent protest effective during the civil rights movement?

## **Chapter 26**

- Vietnam War: Close Read
  - Closely exam [the political cartoon](#). Annotate it using the labeled prompts. When you are done, in the box provided, jot down what you think the main idea or point the cartoonist was trying to make with this illustration.
  - Read the [lyrics](#) & follow along as you listen to Fixing to Die Rag: Joe McDonald 1967. When you are done listening, please answer the analysis questions that follow.
  - Read the [lyrics](#) & follow along as you listen to Draft Dodger Rag - Phil Ochs 1964. When you are doing listening, please answer the analysis questions that follow.
  - Read the prompt below. Using the sources provided, the documents above, and your knowledge of US history - respond to the prompt below:
  - Over the course of America's involvement in the Vietnam War, many Americans began to disagree with the government's response to increased American presence in Vietnam; most Americans wanted the United States to leave the war. Using the primary sources above, explain the answer to the following question in two to three paragraphs: How did disagreement with the war lead to disillusionment with the government?

<i>Experiences</i>	<ul style="list-style-type: none"> <li>• <a href="#">Submarine Growler at the Intrepid Sea and Air Museum Complex</a>: The former USS Growler first opened at the Intrepid Museum in 1989 and is the only American guided missile submarine open to the public. Growler offers museum visitors a firsthand look at life aboard a submarine and a close-up inspection of the once "top-secret" missile command center. Access is available to the various compartments as they were used during operations.</li> <li>• <a href="#">Vietnam Veterans War Memorial Wall</a>: The Vietnam Veterans Memorial on the National Mall pays tribute to the brave members of the U.S. Armed Forces who fought in the Vietnam War and were killed or missing in action. The memorial consists of three separate parts: The Three Soldiers statue, the Vietnam Women's Memorial and the Vietnam Veterans Memorial Wall, which is the most popular feature.</li> <li>• <a href="#">New Jersey Vietnam Veteran's War Memorial</a>: The New Jersey Vietnam Veterans' Memorial Foundation offers a meaningful and engaging experience that recognizes the sacrifices, courage and valor of Vietnam veterans and that encourages and fosters a thorough understanding of the Vietnam Era including the political, historical, social, cultural and military aspects which affected the United States, and especially New Jersey.</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Gilder Lehrman</a></li> <li>• <a href="#">New Visions</a></li> <li>• <a href="#">New Jersey Council for Social Studies Education</a></li> <li>• <a href="#">Think CERCA: Argumentative Writing</a></li> <li>• <a href="#">Amistad Commission Interactive Curriculum</a></li> <li>• <a href="#">Holocaust Commission on Education Resources</a></li> </ul>	
<b>Suggested Time Frame:</b>	2 <sup>nd</sup> Marking Period

## **Social Studies 11**

### **United States History II (third marking cycle)**

<b>Content Area:</b>	<b>11<sup>th</sup> Grade (United States History II)</b>
<b>Unit Plan Title:</b>	<b><u>Contemporary United States: Domestic Policies</u></b>
<b>Social Studies NJ Standard</b>	
<ul style="list-style-type: none"><li>• <b>6.1.12.A.14.a</b> Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</li><li>• <b>6.1.12.A.14.b</b> Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.</li><li>• <b>6.1.12.A.14.c</b> Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</li><li>• <b>6.1.12.A.14.d</b> Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</li><li>• <b>6.1.12.A.14.e</b> Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</li><li>• <b>6.1.12.A.14.f</b> Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</li><li>• <b>6.1.12.A.14.g</b> 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).</li><li>• <b>6.1.12.A.14.h</b> Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.</li><li>• <b>6.1.12.A.16.b</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.</li><li>• <b>6.3.12.A.1</b> Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</li><li>• <b>6.1.12.B.14.a</b> Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</li><li>• <b>6.1.12.B.14.b</b> Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</li><li>• <b>6.1.12.B.14.c</b> 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.</li><li>• <b>6.1.12.B.14.d</b> Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.</li><li>• <b>6.1.12.C.14.a</b> 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.</li></ul>	

- 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.
- 6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
- 6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.
- 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.
- 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.
- 6.3.12.D.1 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.

#### Overview/Rationale

Contemporary United States: 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.

#### Career Readiness Practices

- CRP2 – Apply appropriate academic and technical skills.

- **CRP4 – Communicate clearly and effectively and with reason.**
- **CRP5 – Consider the environmental, social, and economic impacts of decisions.**
- **CRP6 – Demonstrate creativity and innovation.**
- **CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.**
- **CRP9 – Model integrity, ethical leadership, and effective management.**
- **CRP12 – Work productively in teams while using cultural global competence.**

#### **Interdisciplinary Standard(s)**

##### **Language**

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- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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#### **Interdisciplinary Standard(s)**

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- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

##### **Writing**

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- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



organization, development, and style are appropriate to task, purpose, and audience.

### Essential Question(s)

- What did students, women, and Latinos learn from the civil rights movement and apply to their protest actions?
- How has society changed from students, women, and Latinos?
- How do you think the Nixon administration affected people's attitudes toward government?
- How does society change the shape of itself over time?
- How do you think the resurgence of conservative ideas has changed society?

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

*Check all that apply.*  
**21<sup>st</sup> Century Themes**

X	Global Awareness
X	Environmental Literacy
X	Health Literacy
X	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

*Indicate whether these skills are E-Encouraged, or T-Taught in this unit by marking E, or T on the line before the appropriate skill.*

**21<sup>st</sup> Century Skills**

E	Creativity and Innovation
T	Critical Thinking and Problem Solving
T	Communication
T	Collaboration

### Enduring Understandings

- The struggle for individual rights and equality often shapes a society's politics.
- People engage in politics to solve problems in their society.
- Learning about the past helps us understand the present and make decisions about the future.

### Student Learning Targets/Objectives

By the end of the unit students will be able to

- 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.

- Write an argument that assesses the effectiveness of government policies in balancing the rights of the individual against the need for national security in recent United States history.
- Examine how the Supreme Court has interpreted the Constitution to define the rights of the individual by analyzing (in detail) the Supreme Court opinions and impact on public 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.
- Evaluate authors' differing points of view to assess the merit and effectiveness of recent legislation (e.g., Americans with Disabilities Act, Personal Responsibility and Work Opportunity Act, Patient Protection and Affordable Care Act, the Immigration and Nationality Act of 1965) in addressing the health, welfare, and citizenship status of individuals and groups.
- Cite specific textual evidence regarding the national budget to assess economic priorities related to international and domestic needs.
- Integrate information from primary and secondary sources to evaluate the actions of political parties and elected officials with regard to their stated economic ideologies, considering taxation, balancing of the budget, defense spending, and social programs.
- Develop claims and counterclaims that thoroughly evaluate the process by which national, state, and local officials are elected and vote on issues of public concern, (e.g., referendum, recall, gerrymandering, recounts, runoffs, Bush v. Gore).
- Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- Analyze the impact of community groups (e.g., the League of Women Voters and MTV's Rock the Vote) and state policies that strive to increase the youth vote.
- Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- Conduct research to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, economic, and political issues (e.g., federal vs. state role in setting and enforcing immigration policy).
- 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.
- Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies (e.g., Superfund and other Environmental Protection Agency programs) in New Jersey and the United States in addressing these decisions.
- Evaluate authors' different points of view on the use of eminent domain in New Jersey and the United States.
- Use economic indicators (e.g., budgets, measures of economic prosperity) to evaluate the effectiveness of state and national fiscal (e.g., government spending, taxation) and monetary (e.g., interest rates, currency printing) policies.
- Develop claims and counterclaims that judge to what extent government should intervene at the local, state, and national levels on issues related to the economy (e.g., bailouts).
- Evaluate authors' differing points of view to determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships (e.g., air traffic controllers, public employees).
- Draw evidence from informational texts to analyze economic trends, income distribution, labor participation

(i.e., employment and composition of the work force), and government and consumer debt and their impact on society.

- Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
- Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- Determine the central ideas of the Christopher Commission and the five-year follow-up findings to assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
- Gather relevant information from multiple authoritative print and digital sources to 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.
- Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

## Assessments

- Pre and Formative
  - -**All Chapters and Sections**
    - \*Do Now, Exit Tickets
    - \*One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
    - \*Student Conference - (One on one conversations with students to check their understanding.)
    - \*Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
    - \*Readers Theater - (From an assigned text have students create a script and perform it.)
- Summative
  - -**All Chapters and Sections**
    - \*Section quizzes and tests.
    - \*Document based analysis
- Authentic
  - -**All Chapters and Sections**
    - \*Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)
- Other Assessments
  - -**All Chapters and Sections**
    - \*Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)
    - \*Chat Stations, Learning Menu
    - \*Webquest, Google Slide Presentation
    - \*Bell Ringers

## Teaching and Learning Actions

### Activities

#### Chapter 27-

See the following for ELL & SN  
Differentiation  
[ELL & SN](#)

See the following for AL & G&T  
Differentiation  
[AL & G&T](#)

#### Chapter 28-

See the following for ELL & SN  
Differentiation  
[ELL & SN](#)

See the following for AL & G&T  
Differentiation  
[AL & G&T](#)

#### Chapter 29-

See the following for ELL & SN  
Differentiation  
[ELL & SN](#)

See the following for AL & G&T  
Differentiation  
[AL & G&T](#)

### Chapter 27

- Feminist Movement
  - [This lesson](#) can be used to launch a unit on the Feminist Movement. It uses the first chapter of Betty Friedan's book *The Feminine Mystique*. This has been edited but captures the main points of the chapter. The unit may then go on to focus on political activism, legislative success, the social revolution of later feminist groups, and continuing challenges facing women today.
  - Students will be able to define the feminine mystique and explain how Betty Friedan launched the feminist movement by examining evidence and conducting interviews. (resource provided my Indiana University Bloomington)
- Cesar Chavez and Civil Rights:
  - Have students read [the parts of speeches by Cesar Chavez](#), one honoring the memory of Rev. Martin Luther King, Jr. after his assassination in 1968 and the other, from the end of a fast that helped reduce the use of pesticides in grape farming in 1970.
  - Have students work in groups to read each part and look up the words, ideas, and places that they are not familiar with. You may want to start with the first paragraph of Part One for the whole group and model for them the importance of understanding everything they do not know and how to look up the information.
  - After they understand the words in each part, have them discuss the questions that follow, share their responses, and then have them go to the conclusion section. (resource provided by Edutopia.org)

### Chapter 28

- Watergate and the Limits of Presidential Power:
  - For homework, students should read the [Watergate Background handout](#).
  - In class, as a group, students should complete the [Watergate Background Worksheet](#) together. They should discuss any terms that are unfamiliar.
  - In class, students should read [the excerpt on U.S. v. Nixon](#) and the [transcript excerpt from the June 23, 1972 White House tapes](#).
  - After they read these documents, they should work in small groups to fill out the [Watergate Primary Source Worksheet](#).
  - As a class, students can discuss their answers to the questions on the Watergate Primary Source Worksheet.
  - What do they think of the idea that Nixon's downfall was due to the fact that he imitated his enemies and put himself above the law?

### Chapter 29

- Reaganomics

	<ul style="list-style-type: none"> <li>– First, review the <a href="#">Reaganomics Teacher Materials</a>, then you can either assign <a href="#">the documents and Guiding Questions</a> as homework or have students complete them in class. Doing them in class would allow you to support students who find the content of the documents challenging. However, if feel your students can engage with the documents independently, then completing them as homework will free up class time for discussion and debate.</li> <li>– Use the <a href="#">Reaganomics PowerPoint</a> to cover background information on Reagan’s presidency as needed.</li> <li>– Divide students into groups of four and then divide each group of four into Team A and Team B. Pass out the Guiding Questions, Structured Academic Controversy directions, Graphic Organizer, and <a href="#">Documents A-E</a>. Instruct teams to use the Graphic Organizer to collect data for their side. If the Guiding Questions were not assigned for homework in advance, students should answer them before collecting evidence for their argument.</li> </ul>
<i>Experiences</i>	<ul style="list-style-type: none"> <li>• <a href="#">National Women’s History Museum</a>: The National Women’s History Museum educates, inspires, empowers, and shapes the future by integrating women’s distinctive history into the culture and history of the United States.</li> <li>• <a href="#">National Museum of African-American History and Culture</a>: The National Museum of African American History and Culture is the only national museum devoted exclusively to the documentation of African American life, history, and culture. It was established by Act of Congress in 2003, following decades of efforts to promote and highlight the contributions of African Americans. To date, the Museum has collected more than 36,000 artifacts and nearly 100,000 individuals have become members. The Museum opened to the public on September 24, 2016, as the 19th and newest museum of the Smithsonian Institution.</li> <li>• <a href="#">The Schomburg Center for Research in Black Culture</a>: Founded in 1925 and named a National Historic Landmark in 2017, the Schomburg Center for Research in Black Culture is one of the world’s leading cultural institutions devoted to the research, preservation, and exhibition of materials focused on African American, African Diaspora, and African experiences. As a research division of The New York Public Library, the Schomburg Center features diverse programming and collections spanning over 11 million items that illuminate the richness of global black history, arts, and culture.</li> <li>• <a href="#">African American Tour of New York City</a>: Inside Out Tours is an award-winning, certified minority and women owned business that is dedicated to presenting the histories of people of color in an engaging, sensitive and in-depth manner. Our African American Heritage tours are carefully researched to highlight the hidden history and contributions of black people in New York City. Our African American Heritage Tours have been featured in the New York Times, Amsterdam News, NBC and many other media outlets. Discover the African American Heritage of Lower Manhattan and Harlem in this comprehensive tour from the establishment of New York to present.</li> </ul>
Resources	
<ul style="list-style-type: none"> <li>• <a href="#">Gilder Lehrman</a></li> </ul>	

- [New Visions](#)
- [New Jersey Council for Social Studies Education](#)
- [Think CERCA: Argumentative Writing](#)
- [Amistad Commission Interactive Curriculum](#)
- [Holocaust Commission on Education Resources](#)

Suggested Time Frame:

3<sup>rd</sup> Marking Period

**NJASCD, 12 Centre Drive Monroe Township, NJ 08831** [njascd.](#)

## **Social Studies 11**

### **United States History II (fourth marking cycle)**

<b>Content Area:</b>	<b>11<sup>th</sup> Grade (United States History II)</b>
<b>Unit Plan Title:</b>	<b>Contemporary United States: International Policies &amp; Contemporary United States: Interconnected Global Society</b>
<b>Social Studies NJ Standard</b>	
<ul style="list-style-type: none"><li>• <b>6.1.12.A.15.a</b> 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.</li><li>• <b>6.1.12.A.15.b</b> Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.</li><li>• <b>6.1.12.A.15.c</b> Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</li><li>• <b>6.1.12.A.15.d</b> Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</li><li>• <b>6.1.12.A.15.e</b> Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.</li><li>• <b>6.1.12.A.15.f</b> Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</li><li>• <b>6.1.12.A.16.a</b> Determine the impact of media and technology on world politics during this time period.</li><li>• <b>6.1.12.A.16.b</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.</li><li>• <b>6.1.12.A.16.c</b> Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</li><li>• <b>6.3.12.A.2</b> Compare current case studies involving slavery, child, labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</li><li>• <b>6.1.12.B.15.a</b> Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.</li><li>• <b>6.1.12.B.16.a</b> 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.</li><li>• <b>6.3.12.B.1</b> Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</li><li>• <b>6.1.12.C.15.a</b> Relate the role of America's dependence on foreign oil to its economy and foreign</li></ul>	



policy.

- 6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International 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 taken by the United States.
- 6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.
- 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.
- 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.

#### Overview/Rationale

Contemporary United States: 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.

Contemporary United States: Interconnected Global Society: Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

#### Career Readiness Practices

- CRP2 – Apply appropriate academic and technical skills.
- CRP4 – Communicate clearly and effectively and with reason.
- CRP5 – Consider the environmental, social, and economic impacts of decisions.
- CRP6 – Demonstrate creativity and innovation.
- CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9 – Model integrity, ethical leadership, and effective management.
- CRP12 – Work productively in teams while using cultural global competence.

Interdisciplinary Standard(s)  
Language

Interdisciplinary Standard(s)  
Reading

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### **Speaking and Listening**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

#### **Writing**

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA. W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### **Essential Question(s)**

- **How have science and technology improvements helped change society?**
- **How have immigration, technology, and global trade changed the world?**
- **How is American culture shaped by a set of common values and practices?**

- How have disputes over ideas, values, and politics resulted in change?

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E</b> -Encouraged, or <b>T</b> -Taught in this unit by marking <b>E</b> , or <b>T</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	T	Critical Thinking and Problem Solving
X	Health Literacy	T	Communication
X	Civic Literacy	T	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Enduring Understandings

- The movement of people, good, and ideas causes societies to change over time.
- Learning about the past helps us understand the present and make decisions about the future.

### Student Learning Targets/Objectives

By the end of the unit students will be able to

- 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.
- 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.
- 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.
- 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 other world cultures from multiple perspectives, during this time period.
- 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
  - pro-democracy movements within communist nations.
- 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.
- 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.

- 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 taken by the United States.
- Analyze the impact of United States support for the policies and actions of international organizations created to address economic, health, societal, and security goals.
- 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.
- 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.
- 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.
- Conduct research to compare current case studies involving forced servitude, child labor, and/ or other unfair labor practices in the United States and other nations.
- 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).
- Use technology to collaborate with students from other countries and develop a written product that proposes possible solutions to an issue of environmental or social justice and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

## Assessments

- Pre and Formative
  - **All Chapters and Sections**
    - \*Do Now, Exit Tickets
    - \*One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
    - \*Student Conference - (One on one conversations with students to check their understanding.)
    - \*Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
    - \*Readers Theater - (From an assigned text have students create a script and perform it.)
- Summative

--All Chapters and Sections

\*Section quizzes and tests.

\*Document based analysis

- Authentic

- -All Chapters and Sections

- \*Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)

- Other Assessments

- -All Chapters and Sections

- \*Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)

- \*Chat Stations, Learning Menu

- \*Webquest, Google Slide Presentation

- \*Bell Ringers

### *Teaching and Learning Actions*

#### *Activities*

##### Chapter 30-

See the following for ELL & SN  
Differentiation

[ELL & SN](#)

See the following for AL & G&T  
Differentiation

[AL & G&T](#)

##### Chapter 31-

See the following for ELL & SN  
Differentiation

[ELL & SN](#)

See the following for AL & G&T  
Differentiation

[AL & G&T](#)

## Chapter 30

- US Foreign Policy of the 1990s – Peacekeeping and Nation-building
  - [This lesson](#) will review historical and political themes of the Cold War while at the same time it will introduce students to think about changes in US foreign policy after 1989. In effect, this lesson will have two parts: first, to review the Cold War, and second, to research US military engagements in the 1990s. In the first part of this lesson students will analyze documents from the Cold War era. Then, students will collaborate to research US foreign policy events in the 1990s. Students will also research video segments and read documents from the 1990s to present a multimedia presentation. After watching the FPRI video lecture by Janine Davidson on April 26, 2014, students will relate how US military involvements in the 1990's (humanitarian, peacekeeping, international cooperation) compared to Cold War engagements. In their culminating project, students will create an annotated timeline of US foreign policy events since 1945 and present a multimedia presentation of 1990s US foreign policy events. This lesson will focus on how US foreign and military policy changed over the course of 50 years. (lesson originated from Foreign Policy Research Institute)

## Chapter 31

- Terrorism in the United States
  - In [this lesson](#), students will determine how the tactics of terrorists have changed and how the United States responded from the early 1990s to early 2000s. Teacher should review all vocabulary terms. Read the chronology of events as a class. Read the types of terrorist attacks. Students should use the chart to categorize the types of terrorist attacks, targets, locations of attacks, outcomes, and perpetrators/suspects. Outcomes should remember the victims as well as political or military response by the U.S. Read and discuss the critical thinking questions with students.

<i>Experiences</i>	<ul style="list-style-type: none"> <li>• <a href="#">9/11 Memorial Museum</a>: through commemoration, exhibitions and educational programs, The National September 11 Memorial &amp; Museum, a nonprofit in New York City, remembers and honors the 2,983 people killed in the horrific attacks of September 11, 2001, and February 26, 1993, as well as those who risked their lives to save others and all who demonstrated extraordinary compassion in the aftermath of the attacks.</li> </ul>
Resources	
<ul style="list-style-type: none"> <li>• <a href="#">Gilder Lehrman</a></li> <li>• <a href="#">New Visions</a></li> <li>• <a href="#">New Jersey Council for Social Studies Education</a></li> <li>• <a href="#">Think CERCA: Argumentative Writing</a></li> <li>• <a href="#">Amistad Commission Interactive Curriculum</a></li> <li>• <a href="#">Holocaust Commission on Education Resources</a></li> </ul>	
Suggested Time Frame:	4 <sup>th</sup> Marking Period

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