

## Theme

*Where are we nationally today?*

### STEM Innovation Academy Unit 3 Political Studies

Subject: Political Studies (Honors US History II) Unit Title: Contemporary United States: Domestic Policies (1970-today) Grade: 10	Teacher: Kathleen Gengaro Duration: 80 min blocks, Third Marking Cycle
<b>Summary of Unit</b> 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.	
<b>Stage 1 – Desired Results</b>	
<b>Essential Questions/Focus Questions:</b>  How does separation of powers work in this nation today?  How can one branch of government have too much power?  How do political parties effectively compromise for the good of the nation?  Why don't people vote?  How does the media affect public policy?  How do we determine bias in the media?  How does immigration factor into social issues?  How can different branches of government compromise more effectively?  How do historians measure the strength of a country?  How do nations impose their values on other nations?  How should Presidents be "presidential" and what does that mean?  How do checks and balances prevent one branch of national government from usurping too much power during the current administration?  How can the judicial branch of government affect individual rights and public policy?  How does recent legislation address the health, welfare, and citizenship status of individuals and groups?	

How do recent immigration and migration patterns in New Jersey and the United States reflect immigration policies of the past?

How do recent immigration and migration patterns in New Jersey and the United States impact demographic, social, economic and political issues?

How are the characteristics of liberals, moderates, and conservatives alike and how are they different?

How do political parties reflect the range of viewpoints along the political spectrum?

How do contemporary issues reflect the division of the American people along the political spectrum?

How does political labeling become a positive or negative force in the discussion of contemporary issues?

How does media bias impact contemporary domestic issues?

How do we determine the proper balance between the rights of individuals and the needs of society?

Has racial equality and harmony been achieved?

Should federal surplus be used to repay government debt or be given back to people in tax cuts?

Does the United States need an electoral college in the 21<sup>st</sup> Century?

Does the media have too much influence over public opinion?

### **Objectives/Learning Targets:**

Differentiate between connotation and denotation of vocabulary in primary, secondary, and literary sources.

Apply close reading skills to develop an understanding of information from text

Develop and utilize strategies to master reading informational text

Collaborate to manage and resolve conflicts

Apply democratic values and processes to current domestic events

Compare and contrast contemporary domestic policies to those of the past

Evaluate the actions or inactions of an individual, group, and/or nation that have unintended consequences

Analyze the implementation of rights that all people in our nation have under the Constitution

Research Simulation Tasks

Debate and support positions for and against the fairness of the process by which national, state, and local officials are elected and vote on issues of public concern

Write an explanatory essay about the extent to which nongovernmental organizations, special interest groups, or third party political groups, and the media affect public policy

Read like a historian

Participate in a debate about the effectiveness of actions taken to address the causes of continuing urban tensions and violence

Write reflections on matters of public concern in terms of author's bias and perspective

Conduct research from multiple perspectives

Create questions to enhance research

Create strategies to, and mastering techniques of, writing for history, science and technical subjects

Evaluate the roles and influence of political parties and interest groups

Analyze how the roles of class, ethnic, racial, gender and age groups have changed society over time

### **Standards/Outcomes:**

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

**6.1.12.A.14.a** Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

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

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

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

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

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

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

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

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

**6.1.12.B.14.a** Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

**6.1.12.B.14.b** Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

**6.1.12.B.14.c** Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

**6.1.12.B.14.d** Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

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

- 6.1.12.C.14.a** Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.C.14.b** Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.C.14.c** Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.
- 6.1.12.C.14.d** Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

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

- 6.1.12.D.14.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.

#### **NJSLS Related Items**

##### **Progress Indicators for Reading Informational Text:**

Key Ideas & Details: RI.9-10.1, RI.9-10.2, RI.9-10.3

Craft & Structure: RI.9-10.4, RI.9-10.5, RI.9-10.6

Integration of Knowledge & Ideas: RI.9.7, IR.9-10.8, RI.9-10.9, RI.9-10.10

##### **Progress Indicators for Language:**

Conventions of Standard English: L.9-10.1, L.9-10.2

Knowledge of Language: L.9-10.3

Vocabulary Acquisition and Use: L.9-10.4, L.9.-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9.-10.5.A, L.9-10.5.B, L.9-10.5.C, L.9-10.6

##### **Progress Indicators for Speaking and Listening**

Comprehension and Collaboration: SL.9-10.1, SL.9-10.1A-D, SL.9-10.2, SL.9-10.3

Presentation of Knowledge and Ideas: SL.9-10.4, SL.9-10.5, SL.9-10.6

**Reading: NJSLS History, Social Studies, Science and Technical Subjects Grade 9-10:**

RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10

**Writing: NJSLS Anchor Standards for Writing**

NJSLSA.W1-NJSLSA.W10

WHST.9-10.1-WHST.9-10.10

Prose Constructed Response: Research Simulation

**21st Century Career Ready Practices**

CRP1-Act as a responsible and contributing citizen and employee.

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.

CRP7-Employ valid and reliable research strategies.

CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9-Model integrity, ethical leadership and effective management.

CRP11-LUse technology to enhance productivity.

CRP12-Work productively in teams while using cultural global competence.

**Technology**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of tools and resources.

**8.1.12.A.2** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

**8.1.12.B.2** Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

**8.1.12.D.1** Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

**8.1.12.D.3** Compare and contrast policies on filtering and censorship both locally and globally.

**Stage 2 – Assessment Evidence**

Unit Pre-Assessment:

Economics Pretest

Presentation:

•Model Congress

Students will research and advocate for a bill to be passed by Congress on an issue of public concern

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>•Develop a plan for public accountability and transparency in government related to a particular issue and share the plan with appropriate government officials at either the local, state, or national level</li> <li>•Simulated or real 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</li> </ul> <p><b>Authentic:</b></p> <ul style="list-style-type: none"> <li>•Create political cartoon comparing and contrasting the views of Paul and Obama on the Patriot Act</li> <li>•Mock U.S. Subcommittee on Immigration and Border Security</li> <li>•Moot Court-Right to Privacy</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>•Evidence-based argument responding to the question “How should the president foster economic opportunity?” [Students can be given a choice in terms of the medium for this response: essay, poster, video, or podcast]</li> <li>•Explanatory Essay on the Patriot Act and its constitutional implications</li> <li>•Immigration Domestic Policy Position Paper</li> <li>•Argumentative Essay/Debate about whether the Electoral College should be abolished in the 21<sup>st</sup> Century</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>•Unit Pre-Assessment</li> <li>•Exit Tickets</li> <li>•Graphic organizers</li> <li>•Fishbowl Discussions and Socratic Seminars</li> <li>•CommonLit Assignments aligned with the curriculum</li> <li>•Student self-evaluations and reflections</li> <li>•Short Responses/Open Ended Questions</li> <li>•Vocabulary assessments (student created and led)</li> <li>•Current event student led discussions</li> <li>•Question Formulation Technique</li> </ul>	
<p>Extensions (Tier I):</p> <p>Differentiated reading/research based on in-class work and NJSLA data, grouping based on ability levels for some assignments.</p> <p>G/T: Create instead of analyze. Analyze instead of synthesize.</p> <p>Examples:</p>	<p>Differentiation (Tiers II and III):</p> <p>Detailed outlines, guided self-improvement plans, direct and guided instruction, lunch and advisory extra help, homework contracts, weekly conferences based on classwork and NJSLA data, grouping based on ability levels for some assignments, modifications and accommodations based upon IEPs and 504s, scaffolding for ELL students and resources such as Snap and Read</p>

<p><b>How Should the President Foster Economic Opportunity?</b> Students can extend the evidence-based argument outlined below by writing a letter to the current president proposing how to best address current economic issues.</p> <p><b>Patriot Act</b> Students can extend the activity outlined below by analyzing the positions of Feingold, Ashcroft and Steve Frank's post on the Patriot Act and write an op-ed piece on what has changed and what has not since the inception of this legislation.</p> <p><b>Immigration and U.S. Policy Debate</b> Students can extend the activity outlined below by creating a mobile app that addresses one challenge of the resettlement issue.</p> <p><b>Should the Electoral College be Abolished?</b> Students can extend the activity outlined below by analyzing Federalist Paper #68 and comparing and contrasting it with Anti-Federalist Paper #72. Students can then research how often a president has been elected even though he has not won the popular vote and whether the electoral college results in a democratic election of the highest office in the land. Students will also research the process for constitutional amendments. Students will be asked to create a proposal advocating for (or explaining why not) an amendment to the Constitution is necessary to abolish the electoral college as a process for electing the President of the United States.</p>	<p>Examples: Shortened versions (SV) of document in DBQ on-line projects listed below Detailed outlines before writing formal essays</p>
<p><b>Stage 3 – Learning Plan</b></p>	
<p><b>Vocabulary</b></p>	
<p>referendum, recall, gerrymandering, recounts, runoffs, advocate, detente, Great Society, moral majority, Reaganomics, foreign interventions, counterculture, feminine mystique, AIDS, Sandinistas, deficits, Big Government, terror, social justice, limited welfare state, LGBTQ+, conservatism, MAGA, stagflation, scandal , ERA, New Right, moral majority, postmodernism, détente, realpolitik, strategic, affirmative action, pardon, sanctions,</p>	

supply side economics, apartheid, deficit, ozone, public policy, caucuses, demographics, census, regionalization, urbanization, suburbanization, environment, income, income distribution, labor, reforms, labor unions, disabilities, mores, multicultural beliefs, debt, diplomacy, diplomat, doctrine, domestic affairs, domestic policy, counterterrorism, subpoena, tangible, clandestine, ex parte  
-all vocabulary from primary source documents that students do not know (on Vocabulary Board)

**Expert/Field Experience:**

- Politicians (Cory Booker-possible)
- Internship at City of Orange Township
- Field Trip to Trenton and Essex County courthouse
- Virtual Field Trips through Microsoft Educator

**Sample Activities:**

**How Should the President Foster Economic Opportunity? [3-4 class periods]**

The goal of this inquiry is to help students understand the central debate about the government's role in fostering economic opportunity over the past half century. This is a historical inquiry and focuses on the motivations, actions, and impacts of Lyndon B. Johnson and Ronald Reagan. Their economic programs stand in for the larger argument that persists today between liberal and conservative approaches to federal economic policy. Students research Johnson's and Reagan's visions for the economy, the policies each advanced to achieve his vision, and modern interpretations of each president's legacy. Students will analyze primary and secondary sources in order to answer the inquiry question: How should the president foster economic opportunity? Students will participate in a Structured Academic Controversy [SAC] where students are organized into teams comprised of two dyads. Each dyad reviews materials that represent either Johnson's or Reagan's positions on the economy. Dyads then come together as a team and present their views to one another, one dyad acting as the presenters, the others as the listeners. Rather than refuting the other position, the listening dyad repeats back to the presenters what they understood. Listeners do not become presenters until the original presenters are fully satisfied that they have been heard and understood. After the sides switch, the dyads abandon their original assignments and work toward reaching consensus. If consensus proves unattainable, the team clarifies where their differences lie.

**Patriot Act [2-3 class periods]**

Students will research the Patriot Act, passed by Congress and signed into law by President George W. Bush following the mayhem of September 11, 2001 and the debates surrounding specific sections of the Act. Students will analyze the controversy concerning the relationship of intelligence surveillance to the key political values of national security and individual liberties. Students will compare and contrast the positions of Senator Paul and President Obama and will create a political cartoon representing the position of Paul or Obama, or create text messages or twitter feed dialogue between Paul and Obama, or participate in a fishbowl discussion highlighting the differing positions.

<https://billofrightsintstitute.org/wp-content/uploads/2015/03/Security-Liberty-and-the-USA-PATRIOT-Act-eLesson.pdf>

**Immigration and US Policy Debate [4-5 class periods]**

Students will research the immigration policies in the United States from 1791 through the present. Students will analyze the reasons for immigration policies and what forces (politics, media, foreign conflicts, prejudice) affect these policies. Student teams will represent one of four options: open immigration, restrictions on immigration, admit talent, or make emigration unnecessary. Students will present their positions to the U.S. Subcommittee on Immigration and Border Security. Students will then write a position paper to the Subcommittee using their position, or adapting their position on the basis of the information provided by the other three group's options.



### **Should the Electoral College Be Abolished? [3 class periods]**

Students will analyze seven primary and secondary source documents about the origins of the electoral college, the “undemocratic” nature of the election of a person to the high and will write an argumentative essay or participate in a class debate about whether, in the 21<sup>st</sup> Century, the electoral college should be abolished.

### **Literacy Connections/Research/Resources:**

- Primary and secondary sources (as detailed below)
- Current events and how they link to the past
- Drawing the Color Line--Where are we today?
- Choices program (online edition) <http://www.choices.edu/>
  - Immigration and the US Policy Debate
  - Competing Visions of Rights: Questions for United States Policy
  - The Middle East: Questions for United States Policy
- Howard Zinn--A People's History of the United States  
<https://www.historyisaweapon.com/innapeopleshistory.html>
  - Chapter 21. Carter-Reagan-Bush: The Bipartisan Consensus
  - Chapter 22. The Unreported Resistance
  - Chapter 23. The Clinton Presidency and the Crisis of Democracy
  - Chapter 24. The Coming Revolt of the Guards
  - Chapter 25. The 2000 Election and the "War on Terrorism"
- Zinn Education Projects:
  - Carter-Reagan-Bush Consensus
  - Challenging Bill Clinton
  - Panama, the 1991 Gulf War, and the War at Home
  - News for All the People: The Epic Story of Race and the American Media
- SHEG projects:
  - Stonewall Riots
  - ERA
  - Reaganomics
  - NAFTA
  - Kyoto Protocol
  - Hurricane Katrina
  - Iraq Resolution
- DBQ online
  - Why was the ERA Defeated?
  - Should the Electoral College be Abolished?
  - Campaign Propaganda: Which strategies would you use?
- [http://www.socialstudieshelp.com/Amer\\_History\\_Syllabus.htm](http://www.socialstudieshelp.com/Amer_History_Syllabus.htm)
- NewsELA [curriculum enhanced readings]
- CommonLit [curriculum enhanced readings, aligned with NJSLA, including:
  - Jimmy Carter's Nobel Lecture
  - Ronald Reagan on the Challenger Disaster
  - President Reagan's Speech at the Brandenburg Gate
  - From a "Time for Choosing" Speech

President Bush on the Patriot Act

Election Choices: 2008

The Patriot Act: Protection Over Privacy

FBI Watched Activist Groups: New Files Show

Obama's 2015 State of the Union Address

Barack Obama's Nobel Lecture

- EBSCO Research Resources
- <https://curriculum.newvisions.org/social-studies/course/us-history/>  
Unit 10--Domestic Change
- <https://www.nj.gov/education/holocaust/curriculum/genslave.pdf>  
Unit VII
- Bucks Institute Project Based Learning
- Southern Poverty Law Center Teaching Tolerance <https://www.tolerance.org/professional-development/webinars/teaching-hard-history-american-slavery>  
[https://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/highlights/african\\_american\\_history\\_curriculum/](https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/)
- New Jersey Amistad Curriculum <https://www.nj.gov/education/amistad/>  
Unit 13 (1970-present)
- United States History <https://www.studenthandouts.com/american-history/apush-readings/>
- All classwork, resources, and homework are posted daily on Google classroom.

## APPENDIX

### Students will know:

- The effectiveness of the United States' checks and balances system in contemporary contexts, including the invocation of executive privilege, and the creation/use of the War Powers Act.
- The reasons for terrorism, the impact that terrorism has had on individuals and government policies, and the effectiveness of actions taken by the United States and other nations to prevent terrorism, including executive orders, PATRIOT Act, the war in Afghanistan, the use of drones).
- The relationship between the United States foreign and domestic policies.
- How to write an argument that assesses the effectiveness of government policies in balancing the rights of the individual against the need for national security in the US.
- How the Supreme Court has interpreted the Constitution to define the rights of the individual and its impact on public policy.
- How to evaluate current laws involving individual rights and national security and how these laws pertain to current situations where a violation of an individual's constitutional rights has occurred.
- Government's 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.
- Differing points of view to assess the merit and effectiveness of recent legislation (i.e., 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.
- How the national budget assesses economic priorities related to international and domestic needs.
- How 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.
- How national, state, and local officials are elected and how they vote on issues of public concern (referendum, recall, gerrymandering, recounts and runoffs).
- The extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- The impact of community groups (e.g., League of Women Voters and MTV's Rock the Vote) and state policies that strive to increase the youth vote.
- How to develop a plan for public accountability and transparency in government related to a particular issue.
- The impact of recent immigration and migration patterns in New Jersey and the United States on demographic, economic, and political issues.
- 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.
- The impact of individual, business, and government decisions and actions on the environment and the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- The differing views on the use of eminent domain in New Jersey and the United States.
- How economic indicators (i.e., budgets, measures of economic properties) are used to evaluate the effectiveness of state and national fiscal and monetary policies.
- How to 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 (i.e., bailouts).
- Impact of the changing role of labor unions on the economy, politics, and employer-employee

relationships (e.g., air traffic controllers, public employees).

- Economic trends, income distribution, labor participation, and government and consumer debt and their impact on society.
- The influence of multicultural beliefs, products (i.e., art, music, food, and literature), and practices in shaping contemporary American culture.
- The central ideas of the Christopher Commission and the five-year follow-up findings and the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
- 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.
- The role of religion on cultural and social mores, public opinion, and political decisions.

**Students will be able to:**

- Understand connotation of words in primary, secondary and literary documents and works
- Utilize close reading skills to develop an understanding of information from text
- Listen open-mindedly to views contrary to their own
  - Develop and utilize strategies to understand how to read informational text
- Collaboratively develop strategies for managing and resolving conflict
- Demonstrate an understanding of democratic values and processes
- Accept decisions that are made for the common good
- Recognize that the actions or inactions of an individual, group, and nation may have intended and unintended consequences
- Analyze rights that all people in our nation should have
- Analyze the advantages and disadvantages of different forms of protest
- Analyze how there is not necessarily a correct answer to dilemmas
- Analyze the purposes of government
- Analyze political cartoons
- Analyze why there are two sides to every story and that there are valid reasons for and against getting involved in a war
- Write a commentary in support of their position from both a historical and literary perspective
- Conduct research from multiple perspectives
- Participate in a mock trial
- Read like a historian
- Recognize tone in primary source documents
- Analyze primary source documents
- Justify a point of view
- Effectively question for technique
- Analyze and assess authors' claims, reasoning and evidence using primary source documents
- Present material in a comprehensive and coherent way to a specific audience
- Analyze a fact pattern that derives from a learned topic
- How to interpret Supreme Court decisions