

the present time and who has a perspective on the effects of the legislation on public works projects to build roads, dams, bridges, homes, and parks.

Activity 7: Depression Policies (GLE: 37)

Have students construct a chart in which they list the New Deal “Relief, Recovery, and Reform” programs and explain the area that each tried to improve. A graphic organizer like the one below can be used to characterize all the Depression policies. Some examples are listed. Teachers may add to this list.

New Deal Relief, Recovery, and Reform Programs

Year	Act or Agency	Relief, Recovery, or Reform	Provision/Purpose
1933	CCC Civilian Conservation Corps	Relief	projects that put young unemployed men to work
	WPA		
	AAA		
	SSA Social Security Administration	Relief	retirement programs for all workers
	FDIC - Federal Deposit Insurance Corporation	Reform	
	TVA- Tennessee Valley Authority		Government funding of hydroelectric plants
	SEC		

Activity 8: The Effects of the New Deal Legislation (GLE: 37)

Have students explain how New Deal legislation also provided for Social Security as a form of security for the retired and elderly, and unemployment insurance. Then have them examine the current status of Social Security and unemployment and make recommendations through formal class debate on what changes, if any, should be made in our current legislation. Students should discuss and defend their position with the most current information about the present status of Social Security and unemployment available via online resources or other news sources.

Activity 9: Franklin Delano Roosevelt (GLEs: 6, 9, 37)

Have students listen to a brief segment of one of FDR’s fireside chats. Students will write a short essay in which they compare the way in which F.D.R. used the radio (fireside chats) and the way in which today’s presidents use television as a means of communicating with the American people. Special attention should be placed on the various aspects of FDR’s personality.

Activity 10: New Deal Legislation (GLE: 37)

Have students create a three-column chart to explain the two amendments that were ratified during the 1930s.

<u>Amendment</u>	<u>Date Ratified</u>	<u>Purpose</u>
20		
21		

Activity 11: Great Depression (GLE: 37)

Have students work in groups of two to prepare presentations on one of the following Great Depression key concepts: Roosevelt’s First Hundred Days, Good Neighbor Policy, Court Packing Plan, Black Cabinet, Brain Trust, F.D.R., Eleanor Roosevelt, Frances Perkins, or Huey Long. Students will share their presentations with the class.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, report writing, class discussion, and journal entries.
- Teachers should use a variety of performance assessments to determine student understanding of content.

- Teachers should select assessments that are consistent with the types of products that result from the student activities.
- Teachers should develop a scoring rubric collaboratively with other teachers or students.

General Assessments

- Have students create a timeline of the period from 1929 to 1941. Students will record such events as the Stock Market Crash, presidential elections, New Deal Programs, important world events and the attack on Pearl Harbor.
- Have students write a short essay in which they discuss the lasting contributions that the New Deal has made on American life.
- Have students participate in a class discussion in which they discuss and analyze the causes, developments, and effects of the Great Depression and the New Deal.
- Have students use their historical imaginations to write a series of diary entries as a person living in the Dust Bowl.
- Have students analyze and compare photos of scenes from the Great Depression Era.
- Use technology such as *PowerPoint*® to summarize new knowledge gained from the study of the Great Depression and the New Deal Era.

Activity- Specific Assessments

- Activity 4: Have students draw political cartoons that might have been printed in Democratic or Republican newspapers during the 1932 presidential election. Use Rubistar to create a rubric for assessing political cartoons. Access the site at the following address: <http://rubistar.4teachers.org/index.php>.
- Activity 7: Have students write a short essay in which they identify and explain four changes that the New Deal made in American life.
- Activity 7: Have students work in groups of two to create posters in which they summarize a New Deal Program. Posters should depict the purpose and the result of the New Deal Program. Use Rubistar to create a rubric for assessing posters. Access the site at the following address: <http://rubistar.4teachers.org/index.php>.
- Activity 10: Have students create a cause and effect chart in which they identify the causes of the Great Depression and the effects of these causes.

Causes of the Great Depression	Effects of the Causes
Overproduction	
Under consumption	
Protective tariff	
Unequal distribution of wealth	
Over speculation	
Over extension	
Installment buying	

Use the Sample Rubric for Grading Essay (located in Unit 1)

U.S. History - Unit 7: World War II (1939–1945)

Time Frame: 14-17 class days (50-55 min. classes)

Unit Description: This unit focuses on conditions that led to World War II and U.S. involvement in the war; major events, issues, and turning points of the war; and the war's impact on the future of America.

Student Understandings

Students understand conditions that led to the outbreak of W.W. II and the events that led to U.S. involvement. Students identify major events, issues, and turning points of W.W. II by proposing and defending courses of action. Students examine political cartoons to analyze the effects on the home front. Students analyze media to identify persuasive techniques to influence citizen involvement on the home front. Students explain the lasting effects of W.W. II on the U. S.

Guiding Questions

1. Can students distinguish between opinion, propaganda, and persuasive techniques?
2. Can students interpret a political cartoon depicting a historical event, issue, or perspective?
3. Can students explain the causes of World War II?
4. Can students explain how the United States became involved in World War II?
5. Can students explain the major events, key turning points, and key leaders of World War II?
6. Can students explain the impact of World War II, including the Holocaust, on Europe and the United States?

Unit 7 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1	Construct a timeline to explain and analyze historical periods in U.S. history (H-1A-H1)
10	Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3)
11	Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4)
13	Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4)
14	Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)
United States History	
38	Describe the conditions that led to the outbreak of World War II (H-1B-H13)
39	Describe the events that led the United States into World War II (H-1B-H13)
40	Describe the course of World War II, including major turning points and key strategic decisions (H-1B-H13)
41.	Describe the effects of World War II on the U.S. home front and Europe, including the Holocaust (H-1B-H13)

Sample Activities

Activity 1: Focus on Contemporary Issues (GLE: 11)

Have students review the reasons why the U.S. entered WWI. Students should then identify steps that the U.S. took to try to keep out of another world war.

Have the class reach a consensus about when the United States should intervene in a global conflict and collectively devise a foreign policy that the United States should follow. Students will devise a course of action for the U.S. to follow in order to prevent its participation in WWII.

Activity 2: Fascism (GLEs: 1, 38, 39)

Assign six student committees to research and report on the actions of Germany, Italy, and Japan that led to war.

Assign two student committees per country—in order to compare reports collectively. The reports must include a timeline of events that occurred between 1919 and 1941, with each event described and interpreted. Post the timelines for class discussion.

Activity 3: Political Systems in Conflict (GLEs: 38, 39)

Have students use their reports on Germany, Italy, and Japan to compare the political systems in these countries at the beginning of World War II with the political system in the United States. They should complete a chart comparing fascism to democracy and be able to articulate the differences between the two that might contribute to conflict. Conduct a class discussion with students “in role” to focus on several important questions, such as:

- Could the war have been prevented with better decisions about German aggression in Czechoslovakia (Munich Pact)?
- How could the Treaty of Versailles, which ended World War I, have been improved and made more effective in preventing another world war? Have the role-playing students describe their opinions and defend them.

Activity 4: Rise of Totalitarianism (GLEs: 14, 38)

Have students create political cartoons in which they depict dictators (Stalin, Mussolini, Hitler, Franco, Hirohito/Tojo). Cartoons should depict the ambitions and acts of aggression of these dictators. Post these cartoons for class discussion.

Activity 5: American Foreign Policy (GLEs: 14, 38, 39)

Ask students to review the events and compare America’s foreign policy prior to 1939 (often isolationist) to our foreign policy after we entered the war. Ask them to interpret a political cartoon from the era depicting American foreign policy before and during the war.

Have students write a short essay in which they explain U.S. foreign policy in the late 1930s and early 1940s. Include isolationism, neutrality, Neutrality Acts, lend/lease, and cash/carry.

Have students work in groups of two to research the origins of World War II (Treaty of Versailles, global depression, rise of totalitarianism, international aggression/militarism [arms race], Munich Conference, failure of appeasement, Non-Aggression Pact, Rome-Berlin Axis Agreement). Students will present their research to the class.

Activity 6: Mobilization of U.S. (GLEs: 11, 39)

The attack on Pearl Harbor on December 7, 1941, was proclaimed “a date which will live in infamy” by Franklin Roosevelt. Ask students why this date would live in infamy and how it brought about the mobilization of U.S. economic and manpower resources. Then have them make a comparison of that date to a contemporary date also living in infamy—September 11, 2001. This comparison should begin as a class discussion and evolve into a formal paper written by individuals or pairs.

Activity 7: Political and Military Leaders (GLE: 40)

Have students construct a 2-column chart in which they identify the political leaders and their countries during WWII.

World War II Political Leaders

Leader	Country
F.D.R./Truman	
Churchill	
Stalin	
Hitler	
Mussolini	
Hirohito/Tojo	

Have students research important WWII military leaders (Marshall, Eisenhower, MacArthur, Patton, Nimitz, Montgomery, and de Gaulle). Resistance movements in France should be noted. On an outline map, students will label the areas in which these military leaders served & fought.

Activity 8: Turning Points (GLE: 40)

Have students analyze and interpret maps of Europe, North Africa, and Asia in 1942. Ask them to list military operations that were the major turning points in Europe and in the Pacific and identify key strategic decisions that led to Allied victory in 1945. Prepare maps showing changes in country boundaries and colonies as a result of the war and sites of major events and battles (Pearl Harbor, Normandy). The map key should identify Axis and Allied Powers.

Activity 9: Allied Victories (GLE: 40)

Break students into news teams to create a radio news show. Include each of the following dates that could have been delivered to Allied radio stations. These radio shows should be presented/performed, complete with sound effects and visuals, for the class (the studio audience).

- June 6, 1944—D-Day
- August 25, 1944—Allied troops, led by Free French forces, enter Paris
- February 23, 1945—Raising of the flag on Iwo Jima (use visual here)
- May 7, 1945—Germany surrenders unconditionally (May 8, VE Day)
- August 6, 1945—Atomic bomb dropped on Hiroshima (August 9, Nagasaki)
- August 14, 1945—Japan surrenders (September 2, VJ Day)

Activity 10: Wartime Conferences (GLE: 40)

Have students use their historical imagination to write a letter to a friend describing what they might have seen and heard at the Allied wartime conferences of Casablanca, Yalta, or Potsdam.

Activity 11: World War II and the Holocaust (GLE: 41)

Have students read excerpts from Elie Wiesel's *Night* about his experiences in Auschwitz and Buchenwald camps. Alternatively, or in addition, examine the work of Jewish artists, musicians, and writers in the Theresienstadt concentration camp, who created moving artistic expressions of their Holocaust experiences. (Teachers and students can access the resources of the U.S. Holocaust Memorial Museum online at www.ushmm.org or through the mail. Other resources are the films *Night*, *The Grey Zone*, and *Schindler's List*.)

After student examination of these materials and/or other materials like this, discuss this question with the class: is it appropriate to take the life of another human being? Have students focus on murder, genocide, criminal sentences of death, and killing during warfare in general. Then have them, as a group, complete a formal policy statement about if it is appropriate to take human life, and what consequences they would recommend for those who take it inappropriately.

Activity 12: World War II and the Holocaust (GLEs: 1, 13, 40, 41)

Using a variety of resources about the Holocaust, have students examine Hitler's "final solution," xenophobia, racism, anti-Semitism (pogroms) and complete a timeline of events leading to the Holocaust. Students should describe each event listed. Have students write two newspaper articles that could have appeared in Europe at that time: one from the perspective of German citizens who chose to tolerate/support this systemic brutality and one from the perspective of those who chose to work in the "underground" to save/hide the oppressed.

Activity 13: Examining the Purposes of the Geneva Convention (GLEs: 13, 41)

Have students write an editorial from the perspective of an American or British citizen in 1945. Were the Allies aware of the persecution of the Jews? Could the Allies have prevented the Holocaust? Have students distinguish among facts, propaganda, and opinions as they compare the Holocaust to similar events in other parts of the world (e.g., the Turks' purge of the Armenians, Stalin's purges of opponents, and the Serbs' purge of the ethnic

Albanians). Help students generalize about the motivations and emotions that drive such inhumane actions. Have students summarize the purpose of the Geneva Convention. Then have them debate whether or not the United States should have created internment camps for Japanese Americans (Nisei). Have them create a pro and con list about Japanese internment and then explore the consequences of the decision to do so.

Activity 14: Nuremburg Trials (GLEs: 10, 41)

Have students read primary and secondary information about the Nuremburg trials and the Japanese War Trials. They should be able to discuss how these trials held Axis leaders responsible for actions in wartime. Then have them find examples of similar trials after recent conflicts (e.g., the trial of Slobodan Milosevic, Manuel Noriega, Saddam Hussein) and explain why these trials were held.

Activity 15: The Home Front (GLE: 41)

Have students investigate the effects of World War II on the home front. Divide students into groups to consider the changing role of women (Rosie the Riveter), food rationing, victory gardens, civil defense, propaganda films and images (e.g., the *Why We Fight* series), selective service, financing the war, censorship, USO, newsreels, war movies, black market, price controls, mobilization, etc. Web sites such as the following offer collections of information and ideas for simulations and activities:

- <http://library.thinkquest.org/15511/>
- <http://www.teacheroz.com/WWIIHomefront.htm>
- <http://www3.bfn.org/t/tvh.bfn.org/>

Have students make presentations, write journal entries or songs, draw posters, etc. to evoke life on the U.S. home front. Have the groups present their efforts to the class in a variety of formats.

Activity 16: Course of WWII (GLE: 40)

Have students make a display of newspaper headings that might have been used in U.S. papers before and during WWII. Headlines might include such topics as the invasion of Poland, blitzkrieg, scorched earth policy, kamikaze, island hopping, atomic warfare, significant battles of W. W. II such as the invasion of Poland, Fall of Paris, Battle of Britain, Pearl Harbor, Stalingrad, El Alamein, Invasion of Sicily, Coral Sea, Midway, Guadalcanal, Okinawa, Normandy, Battle of the Bulge, Berlin, Hiroshima and Nagasaki. Post displays for class discussion.

Activity 17: Aftermath of WWII (GLE: 41)

Have students research the aftermath of WWII (occupation of defeated powers, formation of United Nations, G.I. Bill/Servicemen's Readjustment Act, Cold War). Students will create cause-and-effect charts to help understand the impact of the aftermath of WWII on the U.S. and the world. Post these displays around the classroom.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, report writing, class discussion, and journal entries.
- Teachers should use a variety of performance assessments to determine student understanding of content.
- Teachers should select assessments that are consistent with the types of products that result from the student activities.
- Teachers should develop a scoring rubric collaboratively with other teachers or students.

General Assessments

- Have students create a timeline of key events from 1941 to 1945. Students should label political events on the topside of the time line and military events on the under side.

- Have students create posters or storyboards that present a visual history of the course of WWII. Use Rubistar to create a rubric for assessing poster projects. Access the site at the following address: <http://rubistar.4teachers.org/index.php>
- Have students create their own questions about the origins of WWII and then have the students answer these questions.
- Have students create journal entries, songs, posters, or slogans that relate to WWII and the home front.
- Have students create radio broadcasts or announcements that pertain to important battles or events that occurred during WWII.

Activity-Specific Assessments

- Activity 5: Have students state three main ideas about U.S. foreign policy in the late 1930s and early 1940s.
- Activity 7: Have students explore their own understanding of the Axis and Allied powers by listing the major leaders and their countries.
- Activity 12: Have students use their sensory information to respond to a photograph of victims in a concentration/extermination camp. Students will write a short essay in which they describe what they would have heard, seen, and smelled in one of these death camps.
- Activity 17: Have students brainstorm facts that they learned concerning the aftermath of WWII. Students will use these facts and terms to write a short essay explaining what they learned concerning the aftermath of WWII. Use Rubistar to create a rubric for assessing a short essay. Access the site at the following address: <http://rubistar.4teachers.org/index.php>.

Use the Sample Rubric for Grading Essay (located in Unit 1)

U.S. History - Unit 8: The Cold War (1945–1990)

Time Frame: 15-17 class days (50-55 min. classes)

Unit Description: This unit focuses on the reasons for the Cold War and its impact on the U. S. and the world.

Student Understandings

Students understand the causes of the Cold War and the conflicts and tensions that resulted from the spread of Communism. Students describe how the Cold War affected American society and domestic policy. Students use historical thinking skills to analyze the point of view of a Cold War figure or group. Students analyze information on Cold War issues that represent change and continuity in U.S. history. Students explain the reasons for the end of the Cold War and its impact on the world.

Guiding Questions

1. Can students analyze change and continuity over time based on information in stimulus material?
2. Can students analyze the point of view of an historical figure or group in U.S. history?
3. Can students explain the consequences and impact of World War II?
4. Can students explain the spread of Communism after World War II and its impact on U.S. foreign policy?
5. Can students explain the conflicts that resulted from Cold War tensions and the effect the Cold War had on American society and domestic policies?
6. Can students explain the reasons for the end of the Cold War and the impact it had on America?

Unit 8 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
4	Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1)
6	Analyze the point of view of an historical figure or group in U.S. history (H-1A-H2)
United States History	
42	Explain the consequences and impact of World War II (e.g., Cold War, United Nations, Baby Boom) (H-1B-H13)
43	Analyze the spread of Communism after World War II and its impact on U.S. foreign policy (H-1B-H14)
44	Analyze the conflicts that resulted from Cold War tensions (e.g., Vietnam War, Korean War) (H-1B-H14)
45	Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race) (H-1B-H14)
46	Analyze the reasons for the end of the Cold War and its impact on the world today (H-1B-H14)

Sample Activities

Activity 1: The Cold War and Communism (GLE: 42)

Write the following questions on the board, and ask students to write responses:

- What is a *cold war*? Contrast this with a *hot war*.
- Why would the hostility between the two superpowers be considered cold and not hot?
- What made it a war?
- Was the Cold War really a hot war for some participants? Explain.

Have students explain in a class discussion how the Cold War was a consequence of World War II. Ask them to create a list of the reasons for the beginning of the Cold War. Have them investigate other consequences of the World War II (e.g., United Nations, Baby Boom).

Activity 2: Free World and Communist Divisions (GLEs: 6, 42, 43)

Have students construct maps of Europe and the world, illustrating the division of the world into the free world and communist camps from 1945–1990. Ask students to indicate on their maps the spread of communism during that period. Their map keys should indicate the nations that were members of U.S.-supported NATO, SEATO, and ANZUS alliances that encircled the USSR and China. Map keys should also indicate which nations were part of the Soviet-backed Warsaw Pact, behind the Iron Curtain, and members of the Soviet bloc.

Have students analyze the spread of Communism after World War II and its impact on American foreign policy by using a Venn diagram to compare and contrast the point of view of noteworthy American citizens (e.g., Joe McCarthy, Harry Truman, the Rosenbergs) in the 1950s.

Activity 3: People to Meet (GLEs: 4, 6, 46)

Have students choose from among the historical figures listed below and pretend that they are this figure and explain a change or continuity that they saw in the United States over the period of the Cold War as they lived it. Students' writings should be based on information in stimulus material that they locate independently.

- Joseph Stalin
- Harry S Truman
- George C. Marshall
- John F. Kennedy
- Nikita Khrushchev
- Leonid Brezhnev
- Dwight D. Eisenhower
- Lyndon Johnson
- Richard Nixon
- Gerald Ford
- Ronald Reagan

Activity 4: The USSR and the United States in Africa and in the Middle East (GLE: 44)

Have students locate on a world map the places where competition between the USSR and the United States produced conflicts. These should include hot and cold wars in Angola, Belgian Congo, South Africa, and Algeria. Have them analyze and describe the instigation of each event and explain why it was part of the Cold War.

Have students collect magazine and newspaper photos of Middle East Conflicts and examples of terrorism. Place the photos on a poster board or bulletin board for display in the classroom. Students will discuss their photos with the class.

Activity 5: The USSR and the United States in Asia (GLE: 44)

Have students create a cause-and-effect graphic organizer to help understand the Vietnam War Conflict. The Gulf of Tonkin Resolution, War Powers Act, and the Vietnam War Protests should be analyzed in the graphic organizers.

Have students create a pictorial map showing Post World War II conflicts (Chinese Revolution [Sun Yat-sen, Mao Zedong, Chiang Kai-shek], Korean Conflict [The Forgotten War], Cambodia, Laos, North and South Vietnam).

Have students write letters to the editor of a newspaper expressing the viewpoint of a Vietnam War protestor.

Activity 6: The U.S. in Latin America (GLEs: 4, 43)

Have students outline the events that resulted in a communist Cuba and explain why the USSR and the United States engaged in a confrontation over the placement of missiles there. Emphasis should be placed on Fidel Castro, Bay of Pigs, Cuban Missile Crisis, Alliance for Progress, and the Rio Pact. Then have them consider the United States' current relationship with Cuba—does it represent continuity or change?

Have students create a political cartoon expressing a negative/positive opinion of the Panama Canal Treaty of 1978. Students will present their cartoons to the class. The cartoons will be displayed around the classroom.

Activity 7: U.S. Foreign Policy (GLE: 43)

Have students make a chart in which they create newspaper headlines concerning major Cold War events and list the date that each event occurred. Such headlines should include the Berlin Airlift, Berlin Wall, Marshall Plan, Truman Doctrine, Eisenhower Doctrine, domino theory, containment policy, and nuclear development.

Cold War Events

Date	Newspaper Headline	Explanation of Event

Activity 8: The End of the Cold War (GLEs: 45, 46)

Have each student chart the major events of the Cold War and describe the role of media and communication in the war. Ask students to explain how American society and domestic policy were influenced (e.g., the Space Race) on their chart. Have students research the impact of the Cold War at home. Assign four committees: fear of nuclear war, treason, McCarthyism, and military expenditures. Have them share their findings orally as if they were reporters of the time.

Have students brainstorm and list the internal problems that caused the collapse of the Soviet Union (deteriorating infrastructure, unequal distribution of wealth, censorship of spoken and written word, demoralization of the military, need for restructuring of the economy, etc.). Have students create a plan, via a formal essay, that could have solved the internal problems that caused the collapse of the Soviet Union, the event that marked the end of the Cold War. What role did the United States play in the collapse? What is the current state of the former Soviet Union?

Have the students share their writings in class as the basis for a discussion of the Cold War. Ask students to identify reasons for the end of the Cold War as well as its effects on the world today.

Have students create posters that present a visual history of the fall of communism and disarmament. Students will present their posters to the class. The posters will be displayed around the classroom or in the hallway if feasible.

Activity 9: The Peace Corps (GLE: 45)

Have students create a recruitment poster for John F. Kennedy’s Peace Corps. Have students share their work in class as the basis for a discussion of the Kennedy Cold War foreign policy.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, report writing, class discussion, and journal entries.
- Teachers should use a variety of performance assessments to determine student understanding of content.
- Teachers should select assessments that are consistent with the types of products that result from the student activities.
- Teachers should develop a scoring rubric collaboratively with other teachers or students.

General Assessments

- Have students create a chart that lists the presidents and the major issues and achievements that occurred during their administrations. (Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon Johnson, Richard Nixon, Gerald Ford, Jimmy Carter, and Ronald Reagan)
- Have students analyze information from primary source documents from the Cold War Period (Bay of Pigs, Cuban Missile Crisis, Berlin Airlift, Berlin Wall, Korean Conflict, or Vietnam War). Students will write a short descriptive paragraph in which they report their findings.
- Have students choose four people that they feel made an impact during the Cold War Period. Students will identify the four people and give reasons why these people were chosen.

- Have students create a timeline of key events from 1945 to 1990. Students should label political events on the topside of the time line and military events on the under side. Students will use the timeline to write news headlines for the Cold War Period.

Activity-Specific Assessments

- Activity 2: Have students create cartoons that depict what they learned about McCarthyism and the Red Scare. Use Rubistar to create a rubric for assessing cartoons. Access the site at the following address: <http://rubistar.4teachers.org/index.php>
- Activity 4: Have students state three main ideas about the Middle East Conflicts and terrorism.
- Activity 5: Have students participate in an informal debate in which they compare and contrast the Vietnam War Protests and the Iraqi War Protests.
- Activity 5: Have students work in small groups to create a chant that might have been heard by demonstrators at a Vietnam War Protest. Students will present their chants to the class
- Activity 7: Have students explore their own understanding of Cold War foreign aid policies by identifying these policies and explaining the purpose of each.

Use the Sample Rubric for Grading Essay (located in Unit 1)

U.S. History - Unit 9: A Time of Upheaval (1954–Present)

Time Frame: Approximately 21-25 class days (50-55 min. periods)

Unit Description: This unit focuses on the effects of cultural and political changes on life in the United States.

Student Understandings

Students understand that cultural and political conflict and change emanated from the Civil Rights Movement and crisis in the American political system. Students identify key figures and construct a narrative summary of a major civil rights speech. Students develop and defend a position on challenges to the American political system. Students use a timeline to explain continuity and change in American civil rights over time.

Guiding Questions

1. Can students construct a narrative summary of a historical speech or address?
2. Can students explain the impact of post-World War II domestic policies on life in the United States?
3. Can students identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments?
4. Can students identify and describe social changes during the 1960s?
5. Can students describe the effects of Watergate on the United States and its political system?
6. Can students evaluate various means of achieving equality of political rights?

Unit 9 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1	Construct a timeline to explain and analyze historical periods in U.S. history (H-1A-H1)
3	Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context (H-1A-H1)
16	Construct a narrative summary of an historical speech or address (H-1A-H5)
United States History	
48	Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments (H-1B-H15)
49	Describe the effects of Watergate on the United States and its political system (H-1B-H15)
50	Identify and describe the social and cultural changes from the 1960s to the present (e.g., Women's Movement) (H-1B-H15)
51	Evaluate various means of achieving equality of political rights (e.g., civil disobedience vs. violent protest) (H-1B-H15)
54	Analyze contemporary issues in American society and suggest alternative solutions (H-1B-H17)

Sample Activities

Activity 1: Civil Rights in Context (GLEs: 1, 3, 50)

Have students construct a timeline of important events that occurred from 1900 to the present and post it in the room for reference. The timeline should provide a basis for a discussion in which students analyze and explain each historical period through the specific events. This should provide a context for the culture in which the Civil Rights Movement occurred and help explain the results of the movement.

Have students read information about the various ways the southern states did away with the voting rights of African Americans (e.g., grandfather clause, literacy tests, poll tax, white primaries). Have them discuss efforts to prevent African Americans from voting. Distribute copies of the Voting Rights Act of 1965, and have the class discuss how this legislation was effective in correcting the injustice of the situation.

Activity 2: States' Rights Versus Federal Civil Rights (GLE: 51)

Have students review court decisions that led to segregation in the United States with particular emphasis on

Plessy v Ferguson (1896). Have the class debate the conflict that can result from the states' rights perspective (that schools and education are under the control of states) versus the federal civil rights view (that everyone should have equal access to education). Have the class review the decision in *Brown v Board of Education* and explain how it reverses the 1896 decision.

Have each student write a letter as an African American parent in that time to his or her child, explaining what the *Brown* case might mean in his/her lifetime. The letter should compare the past and segregation to the present and desegregation. It should include an awareness of the different political, social, and economic opportunities the parent and child might experience.

Activity 3: Civil Rights (GLEs: 3, 50, 51)

Ask students to define the term *civil rights*, without the aid of a source, and then answer the following questions:

- What are the civil rights of all Americans?
- How do civil rights relate to the Bill of Rights?
- How would the loss of one or more of these rights change our lives?

Ask them to evaluate and explain in a student debate various means of achieving equality of political rights (e.g., civil disobedience versus violent protest). Students should debate when, if ever, it is appropriate to use violent protest and why.

Have students create a graphic organizer in the form of a three-column table with column 1 for Context, column 2 for Past, and column 3 for Present. Under Context, list the words *political, social, and economic*. Students will investigate the political, social, and economic consequences of various types of discrimination toward African Americans, women, the impaired, Native Americans, etc. in the denial of basic civil rights. Give students a list of ideas or events from which to select (e.g., access to public education, right to vote, due process, etc.) and compare and contrast, using the table to organize their thinking.

Context	Past	Present
Political		
Social		
Economic		

Activity 4: The Civil Rights Movement (GLEs: 16, 48, 50, 51)

Create a chart that compares Dr. Martin Luther King, Jr.'s accomplishments to those of other primary leaders in the Civil Rights Movement such as Malcolm X, Rosa Parks, and Jessie Jackson. Then students should work together to create a mural to complement the timeline they created to represent the social and cultural changes of the Civil Rights Movement.

Have students create posters or storyboards that present a visual history of the *Brown v. Board of Education of Topeka*, the Montgomery Bus Boycott, or the Black Power Movement.

Have students construct a narrative summary of the "*I Have a Dream*" speech delivered by Dr. Martin Luther King, Jr., in Washington, D.C., in 1963. Ask them to explain how his speech (and other speeches) helped to shape racial policies implemented by the government, as well as race relations throughout the country.

Have students create a three-column chart that lists the Civil Rights Organizations, the dates that they were formed, and the purposes of the organizations.

Date	Organization	Purpose

Activity 5: Civil Rights, Civil Disobedience? (GLEs: 16, 51)

Have students write an eyewitness account of a non-violent protest that occurred during the Civil Rights Movement. Students will present these accounts to the class. The lunch counter sit-ins, the Freedom Riders, picketing of businesses that practiced racial discrimination in employment, the March on Washington of 1963 are examples that may be used for the eyewitness accounts.

Have students make a chart in which they write newspaper headlines that tell the significance of Civil Rights Legislation.

Civil Rights Legislation

Civil Rights Acts	Newspaper Headlines
Civil Rights Act of 1964	
Civil Rights Act of 1965	
Civil Rights Act of 1968	

Have students compose reports or displays on affirmative action and busing to achieve integration in the 1970s, de jure segregation in the South and de facto segregation in Northern and Western states, or the roles of Presidents Eisenhower (Little Rock), John Kennedy, Lyndon Johnson, and Richard Nixon as they impacted the Civil Rights Movement.

Students will present their findings to the class.

Activity 6: Assassinations During the Civil Rights Era (GLE: 48)

Have students write an eyewitness account of the assassinations that occurred during the Civil Rights Era (e.g., John and Robert Kennedy, Malcolm X, and Martin Luther King, Jr.). Have students present these accounts to the class.

Have students work in groups to create charts that summarize the achievements, shortcomings, and future outlook on civil rights for African Americans in America. The groups will present their findings to the class.

Activity 7: The Women’s Movement (GLEs: 3, 50, 54)

Have students read the Nineteenth Amendment, which gives women the right to vote. After a brief discussion, have students develop a chart that explains what the short-term and long-term results of that amendment were for women.

Have the students read excerpts from works such as the following:

- Betty Friedan, *Launching a Movement*
- Sara Evans, *Born for Liberty*
- Miriam Schneir, *Feminism: The Essential Historical Writings*
- Rosemary Tong, *Feminist Thought*

Alternatively, have students locate reliable resources on the Internet that give an overview of the history of feminism in the United States. (A starting point might be Women’s History in America, presented by the Women’s International Center: <http://www.wic.org/misc/history.htm>.)

Students should then list changes in the status of women in American society from the 1960s to the present. Have the students respond to the following questions:

- Why is it taking so long for women to achieve equal status with men?
- How does religion impact the role of women in America and in the world?

Have students research contemporary issues related to women in America.

- Place students into groups to research a specific issue to present to the class and follow up with a debate.

- Each group should submit a position statement offering alternative solutions on the particular issue that the group identified and researched.
- Ask students to prepare a presentation, to be delivered orally to the class, highlighting the results of their study.
- Have students identify areas where women are still not completely equal to men in the U.S. society (e.g., employment, salaries, benefits, court systems, etc.).

Activity 8: The Great Society (GLEs: 16, 47)

Ask students to read and construct a narrative summary of Lyndon Johnson's Great Society speech (1964). The speech: <http://coursesa.matrix.msu.edu/~hst306/documents/great.html>.

Then have students research the impact of post-World War II domestic policies and programs arising from the Great Society, such as Vista, Job Corps, Upward Bound, Head Start, and the War on Poverty. Have them answer the following questions: Are these programs still in existence today? Did they live up to the ideals of Johnson's speech? How are they viewed today? What happened to the Great Society? Include education and housing, immigration/migration, voting, employment, Medicare, public accommodations, war on drugs, minority issues, and women's issues.

Activity 9: Watergate (GLEs: 49, 54)

Have the students read an account of the Watergate scandal or watch the film *All the President's Men*. They should be able to explain why President Nixon was about to be impeached and discuss whether they think he would have been convicted if he had not resigned.

Have students explain how Watergate was a test of constitutional law and comment on the strength of the American constitutional system.

Have students construct a guideline of their expectations for the office of the president or draft a job description for a prospective ideal president. Use this as a tool to have the students compare Watergate with the impeachment of President Clinton. How are the cases similar and different? Should President Clinton have been convicted?

Activity 10: The 1960s and Vietnam (GLEs: 1, 3, 50)

Have students create a timeline for the U.S. involvement in Vietnam. Have students articulate why this has been called a *conflict* and a *war*, and ask them to decide which term is most fitting.

Have students conduct research and use their findings to compare American sentiment about Vietnam at the beginning of the war and at the time of U.S. withdrawal. Have students create a comparison chart between WWII and Vietnam and explain the similarities and differences. Explain the similarities and differences in respect to entrance and exit from both wars, as well as major goals and strategies in each war.

Have student groups prepare a formal presentation that they could give to Congress on what citizens should remember about our nation's experience in Vietnam and how officials should use this knowledge in military decision-making today. Students should be encouraged to compare this military history to current military operations and to make connections using reliable and balanced sources for their data.

Have students analyze the impact of Vietnam on American willingness to engage in foreign wars in the future with fears of another Vietnam. Students will then explain whether these fears are justified and describe the impact that they have had on U.S. foreign policy since Vietnam.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, report writing, class discussion, and journal entries.
- Teachers should use a variety of performance assessments to determine student understanding of content.
- Teachers should select assessments that are consistent with the types of products that result from the student activities.
- Teachers should develop a scoring rubric collaboratively with other teachers or students.

General Assessments

- Have students participate in a class discussion on the impact of post-World War II domestic policies on life in the U.S.
- Have students write an essay that describes the social and cultural changes from the 1960s to the present.
- Have students contribute to a group presentation that analyzes contemporary issues in American society and suggest alternative solutions.
- Have students create a chart, which evaluates various means that have been used to achieve equality of political rights.

Activity-Specific Assessments

- Activity 4: Have students create a visual aid, such as a *PowerPoint*[®] presentation, that identifies the primary leaders of the Civil Rights Movement and describes major issues and accomplishments. Use Rubistar to create a rubric for assessing multimedia projects. Access the site at the following address: <http://rubistar.4teachers.org/index.php>
- Activity 7: Have students create a cartoon in which they illustrate what they have learned about the Women's Movement. Use Rubistar to create a rubric for assessing cartoons. Access the site at the following address: <http://rubistar.4teachers.org/index.ph>
- Activity 9: Have students make a list of insights that they have gained concerning the effects of Watergate on the U.S. and its political system.
- Activity 10: Have students write letters to the editor, expressing the viewpoint of a Vietnam War protestor, a Vietnam War activist, or a soldier serving in Vietnam.

Use the Sample Rubric for Grading Essay (located in Unit 1)

U.S. History - Unit 10: The United States and the World: Issues and Challenges (1978–Present)

Time Frame: Approximately 22-25 days (50-55 min. classes)

Unit Description: This unit focuses on historical issues and challenges and their impact on the United States and the world today.

Student Understandings

Students understand the relationship of the United States to nations in the world in a post-Cold War era. Students identify the reason for necessary shifts in government policy in a global economy. Students identify and describe ways in which the United States Supreme Court’s decisions impact political and social institutions. Students explain how domestic issues and reform movements affect national security and general welfare. Students describe the effects of mass media and technology on American society. Students analyze emerging current issues and suggest alternative solutions.

Guiding Questions

1. Can students evaluate the effects of the mass media on American society?
2. Can students describe the impact of technology on American society?
3. Can students analyze contemporary issues in American society and suggest alternative solutions?
4. Can students identify recent Supreme Court decisions and describe how they impact political and social institutions?
5. Can students describe the relationship of the United States and nations of the world in the post-Cold War era?
6. Can students identify recent trends in the U.S. economy and explain shifts in government policy designed to address them?
7. Can students identify and explain domestic issues and reform movements?

Unit 10 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
18	Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources (H-1A-H6)
United States History	
52	Evaluate the effects of the mass media on American society (H-1B-H16)
53	Describe the impact of technology on American society (H-1B-H16)
54	Analyze contemporary issues in American society and solutions (H-1B-H17)
55	Identify recent U.S. Supreme Court decisions and describe how they impact political and social institutions (e.g., presidential election of 2000) (H-1B-H17)
56	Describe the relationship of the U.S. and nations of the world in the post-Cold War era (e.g., Middle East conflicts, U.S. peace keeping) (H-1B-H18)
57	Identify recent trends in the U.S. economy and explain shifts in government policy designed to address them (e.g., NAFTA, global economy) (H-1B-H18)
58	Identify and explain domestic issues and reform movements (e.g., terrorism, energy, environment, war on drugs, education) (H-1B-H18)

Sample Activities

Activity 1: Contemporary Issues–Decade Project (GLEs: 18, 52, 53, 56, 57, 58)

Have groups of students choose (or assign them) decades (1970s to 2000s) to research, one decade per group. Direct the groups to gather information about the causes and effects of events that occurred during their decades. Be certain that their research uses a variety of resources and covers the following topics:

- **Seventies:** SALT, immigration, Kent State, ERA, Watergate, Gerald Ford, arms race, drugs, oil crisis,

- Ayatollah Khomeini, Camp David Accords, détente, Nixon’s China visit, Iranian hostage crisis, moon exploration
- **Eighties:** Reaganomics, budget deficit, Star Wars defense system, Mikhail Gorbachev, the fall of the Berlin Wall, trade deficit, arms race, Oliver North, end of the Cold War, Moral Majority, drugs, violent crime, illegal immigration, PCs, rap music, Challenger disaster
 - **Nineties:** World Wide Web, Million Man March, health care crisis, AIDS, drugs, violent crime, O. J. Simpson trial, Persian Gulf War, domestic terrorism, NAFTA, Whitewater scandal, Ross Perot, couch potatoes, fat grams, sports craze
 - **The New Millennium:** September 11, 2001, War in Afghanistan, War in Iraq, North Korea, homeland security, SARS, No Child Left Behind Act, domestic terrorism, World Wide Web, health care crisis, AIDS, drugs, violent crime, low carbohydrate diets, illegal immigration, trade deficit

Provide time for student groups to complete research on their decades and present information to the class for questions and critiques.

Activity 2: Change in the United States (GLE: 54)

Have students research and review population data for the United States. Have them reflect on and formulate answers to the following questions:

- How do the changes in population during the last three decades impact the Social Security program?
- Why does a dependent population larger than the working population represent a threat to the economy of the nation?
- Should we increase the age for people to retire with full Social Security benefits?
- Is zero population growth a good idea?
- Is a decline in population a good thing?

Have the students chart immigration patterns for the period 1950 to 2000. Have them identify the sources of immigration (legal and illegal) by decade, explaining how the data illustrates cultural change in America. Hold a class debate on a series of immigration issues, such as:

- Should English remain the official language of America?
- Is cultural diversity a threat or an asset to American society?
- Why is the United States popular with migrants from countries in the Western Hemisphere?

Have each student list four ways the United States has changed since 1950, writing each on a separate note card. The changes may be social, political, technological, or economic. Gather the note cards and tape them to the board. Have the class discuss the change and place them in order of importance. Then have them write position papers suggesting alternative solutions to problems raised by these changes.

Activity 3: Presidential Administrations—Carter, Reagan, Bush, Clinton, Bush (GLEs: 56, 57, 58)

Lead students in identifying policies that might be considered conservative as opposed to liberal, giving reasons for their classifications. Have students discuss achievements made during each presidential administration, comparing successes/failures in foreign affairs (e.g., Middle East conflicts, end of Cold War), domestic policy (e.g., energy, the environment, war on drugs, terrorism), economic policy (e.g., NAFTA, global economy), and education (e.g., No Child Left Behind Act of 2001). Have students place the presidents along a spectrum, running left to right, between liberal and conservative. Have students write brief rationales for their placement of each president on this spectrum. Then have the students role play a debate between the presidents on one of the topics covered.

Activity 4: The Court System (GLE: 55)

Have students select one of several important Supreme Court decisions and describe the facts of the case, the decision, and how the decision influenced American society. Include the following cases: *Brown v Board of Education of Topeka*, *Gideon v. Wainwright*, *Roe v Wade*, *Miranda v. Arizona*, *Tinker v Des Moines Public Schools*, and *George W. Bush v. Palm Beach County Canvassing Board, et al.*

Have students chart the federal court system, displaying appropriate levels and jurisdictions. Have them explain how the subject matter of a case or the parties to a case determine original jurisdiction.

Have students study the *Lemon v Kurtzman* decision by the Supreme Court. The court created the so-called “Lemon Test” for deciding cases involving education and separation of church and state. Have the students define the *Establishment Clause* and *Free Exercise Clause*. Have them apply the Lemon Test to the following examples:

- The state passes a law permitting public school officials to post a copy of the Ten Commandments in every classroom.
- The state passes a law giving parents tax deductions for educational expenses at a parochial school.
- The state permits a public school’s algebra teacher to spend part of the class day at a church school.
- A group of students is refused a request to use an empty classroom for voluntary prayer after school hours.

Ask students to explain the underlying causes of the issues and the effects of the court decisions on society.

Have students describe how and why Supreme Court justices choose a broad interpretation or a strict interpretation of the Constitution. Have them also explain how public opinion might influence a decision (e.g., presidential election of 2000). Appoint nine students to a mock Supreme Court, assigning particular students to role-play particular judges. Have students present specific cases before the court and participate in a role-playing discussion around these cases.

Activity 5: The Media (GLE: 52)

Have students define *slander*, *libel*, *shield law*, *public* and *private figures*, *prior restraint*, and *symbolic speech*.

Have students investigate Supreme Court cases that interpret obscenity, prior restraint, confidentiality, and visual communications and representation. Ask them to report cases on note cards by facts, arguments, decision, and interpretation. Place the note cards on a timeline illustrating changing interpretations of individual rights of expression.

Have students discuss the role of the media and debate their impact on politics, culture, foreign events, etc. Then, have students draft an open letter to American media personnel that addresses the rights and responsibilities of the media and the public.

Activity 6: Historical and Contemporary Events (GLEs: 18, 56, 58)

Give students a list of historical and contemporary events that are cause for national debate (e.g., the impact of technology on society, participation in foreign wars) and ask them to use a variety of resources to investigate the causes and effects of the events.

Have students select one of the events and write an instruction guideline for groups planning a public demonstration for or against government action related to the selected event. Be certain that they include lists of what is legally permissible and what is not.

Have pairs of students research and report on one of the following:

- due process and police power
- right to privacy (e.g., in the case of abortion)
- protection from involuntary servitude
- right to bear arms
- security of home/person
- homeland security
- racial profiling
- habeas corpus
- bills of attainder/*ex post facto* law

- right to trial by jury/protection from double jeopardy
- protection from excessive punishment

Have the student pairs explain when this issue has presented itself historically and how it relates to contemporary issues, rights, and responsibilities.

Ask the students to imagine that a representative sample of 100 American citizens has been invited to a celebration. Have students predict the composition of the sample by age, sex, race, and ethnicity. What do we mean by “a diverse and heterogeneous population”? Why are minority groups at risk in a majority-rule society? How has America’s diverse population influenced relationships with other countries (e.g., Middle East conflicts, U.S. peace keeping)? Ask students to present their predicted guest list to the class for discussion/debate.

Activity 7: Contemporary Issues (GLE: 56)

Have students read newspapers/news magazines for current hot spots in the world where conflicts exist. In groups, they should then describe the participants in these conflicts and propose and defend an alternative course of action to their classmates. As a visual aid, students should produce a chart that lists the positive and negative implications of that course of action.

Activity 8: Contemporary Issues (GLEs: 52, 53, 56, 57, 58)

Have students create posters or storyboards that present a visual history of the decades from 1970 to the present. Students will present their work to the class. These story boards and posters will be displayed around the classroom or in the hallway, if feasible.

Activity 9: Technology (GLE: 53)

Have students assemble a collage using pictures and headlines from newspapers and magazines to illustrate the impact of technology on American society. Students will present these collages to the class. The collages will be displayed around the classroom.

Activity 10: Issues and Movements (GLE: 58)

Create a chart that summarizes domestic issues and reform movements. Include such issues as terrorism, energy, environment, war on drugs, and education. The chart should identify the purpose and the success of these issues and movements.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, report writing, class discussion, and journal entries.
- Teachers should use a variety of performance assessments to determine student understanding of content.
- Teachers should select assessments that are consistent with the types of products that result from the student activities.
- Teachers should develop a scoring rubric collaboratively with other teachers or students.

General Assessments

- Display a variety of unlabeled photos from magazines, the Internet, and newspapers. Have students place the photos in chronological order. Students will then explain to the class how they reached their conclusions. Clues could include the people in the photos, the event depicted, or style of clothing.
- Have students make predictions and discuss results of trends in the U.S. economy and the government’s policies that are designed to address them.
- Have students create a timeline of key events from 1970 to the present. Students should label political events on the topside of the time line and military events on the under side.

- Have students make a two-column chart. In the first column, students will record what they knew previously about the material covered in this unit. In the second column, students will list what they have learned after studying this unit.

Activity-Specific Assessments

- Activity 4: Have students explore their own understanding of recent U.S. Supreme Court decisions by writing an essay in which they identify a particular decision. Students describe or explain how these decisions have impacted political and social institutions.
- Activity 5: Have students create a cause-and-effect chart that depicts the effects of the mass media on American society.
- Activity 6: Have students create sample drawings on posters or blank newsprint to summarize domestic issues and reform movements. Display these sample drawings in the classroom.
- Activity 9: Have students state three main ideas about the impact of technology on American society.

Use the Sample Rubric for Grading Essay (located in Unit 1)